

THE CATHOLIC SCHOOL JOURNAL

PUBLISHED MONTHLY EXCEPT IN JULY AND AUGUST BY
THE BRUCE PUBLISHING COMPANY
540 NORTH MILWAUKEE STREET, MILWAUKEE, WISCONSIN

Eastern Office: 330 West 42nd St., New York, N. Y. — Central Office: 66 E. South Water St., Chicago, Ill. — Pacific Office: 1233 South Hope St., Los Angeles, Calif.

Volume 41

September, 1941

Number 7

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The First Day of School

We hope you have enjoyed your vacation and have returned to the classroom rejuvenated in body, mind, and soul. You will find this to be true for most of your pupils. They are at least in a favorable mood for your first assignments:

Speaking of assignments, we can't resist the urge to advise every teacher (even in the high school) to read the article on page 245 of this issue, The First Day in the First Grade. If every teacher could plan her first and all her assignments as carefully and cleverly as Sister Carmelita does her first-grade first assignment in reading, there would be few failures. Teach-

ers of Latin and Algebra, please note.

While you are planning for the year, we are sure that you will receive help and inspiration from the editor's article *Catholic Education and the World Chaos*. This is just an application of the Papal encyclicals to the work in your classroom.

If we are to have peace in our country and in the world we must have good will. "Peace to men of good will," sang the angels. Hence the best thing our schools can do toward peace is to produce men of good will. That is why we have Catholic schools. Teach your pupils to *live* their religion.

Article Index: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*; and in the Catholic magazine index of *The Catholic Bookman*. — Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1941, by The Bruce Publishing Company. — **Subscription Information:** Subscription price, \$2.00 per year, payable in advance. Canadian postage, 50 cents; Foreign Countries, 50 cents. Copies not more than three months old, 25 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office

in Milwaukee, at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue. — **Editorial Contributions:** The Editors invite contributions on Education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

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AMERICAN BOOK COMPANY

New York - Cincinnati - Chicago - Boston - Atlanta - Dallas - San Francisco

The CATHOLIC SCHOOL JOURNAL

Vol. 41

SEPTEMBER, 1941

No. 7

Catholic Education and the World Chaos

Edward A. Fitzpatrick, Ph.D.

I

THE old responsibilities are on Catholic Education in this new school year. It is a major responsibility of Catholic Education to teach all men at all levels of education the indispensable lessons of the knowledge, love, and service of God. Character rather than knowledge is the important thing in education. The love of man for the love of God will help us obliterate that prejudice which has such evil results among men. Good works among men will show that love by which the disciple of Christ can be recognized. We must never forget that these spiritual and moral values in education are the foundations of Catholic Education.

Orientation in the world in which the student lives is also a function of Catholic Education. The spiritual and moral values must be achieved in the individual life and in the social life. These two orders of life are inextricably bound together. Individual moral life is a quality of social living.

II

However, the student as he looks about him in the world must be amazed if not overwhelmed. Is this the kind of world adults make? Is this the kind of world educated men have brought about? Is this a Christian kind of world? He does not know whether he is confused, or the world is in the state of "confusion worse confounded" which he seems to see. These contradictions between the principle of a moral individual and social life which are taught in the classroom and the realities of the life beyond the classroom has a confusing, even a paralyzing, effect. He sees on the practical social and political issues of a time bishops on different sides of American relations to the European conflicts. He reads of the wide differences of moral theologians on the issue of "conscientious objection" in the present con-

scription law. These questions will be brought into Catholic classrooms, and teachers must try to enter sympathetically into the student's position and give bona fide answers. Teachers, particularly in elementary schools, should not hesitate to say, should a difficult question come up in class, we shall ask our pastor how he would answer that.

III

In times like these the problems of education are more difficult than they usually are. The great advantage of Catholic Education in the Middle Ages was that the individual and social life was so ordered as to teach or emphasize the great issues of life in its religious aspects. Daily life began with morning prayer and ended with evening prayer. Grace before and after meals was usual. Holydays were the public holidays. Liturgical prayers blessed the vocation and the important events of life. Days were known by the names of the saints whom they honored. Seasons were known by their liturgical names. Mystery plays and moralities told in dramatic form, with the members of guilds as the *dramatis personae*, the great events in God's relation with man on the moral issue of life. Religion was in this form of society a living reality—a living force in the individual life. The responsibilities for religious training were lighter in the home and school and church because of this organization of the social life.

IV

In the immediate past the situation has not been so favorable. A great deal of the Christian tradition has been carried on through the social agencies of transmission. A great deal of our reading material in all types of schools emphasized Christian viewpoints and carried actual Christian material. The stories of the Old and New

Testament were frequently retold. The moral-religious view of life was carried out in our literature, whether it was in Lowell's "Vision of Sir Launfal," Tennyson's "Idylls of the King," Browning's "Rabbi Ben Ezra," Milton's "Paradise Lost," Thompson's "The Hound of Heaven," Dryden's "Ode on St. Caecilia's Day," Chaucer's "Canterbury Tales," or those many simple poems and "pieces" that find their place in our basic and supplementary readers. Men believed in international law, and there was faith among nations. An agreement to outlaw war and renounce it as a part of national policy was signed by almost every nation in the world. There seems to be a basis for the belief in progress, in the growth and betterment of human life, and an approach to the poet's dream of a "Parliament of Men, the Federation of the World."

V

But now we have fallen on evil days. We must not blind ourselves to the realities of the world situation and what has happened since Hitler began his march across Europe, trampling nations under his foot, with whom he only recently had signed "pacts of friendship" or "guaranteed their borders" or pledged cooperation for the promotion of peace. The world in which we live is exactly the opposite of the kind of world we should be teaching in the classroom. The realities of the world seemingly give the lie to the moral and spiritual principles taught in the classroom. We often do not realize why the teaching in our school is so ineffective as it runs counter to ideas and habits which the whole social environment is impressing on the students in their out-of-school life. The conditions of the student's play, his work, and his human contact with his "gang" or his organized group are often more effective educationally than the set

conditions of our classrooms with their refined pedagogical techniques.

It is of the utmost importance that the classroom teacher should realize that her job is not writing on a *tabula rasa*, or pouring into a receptive vessel, the contents of the curriculum. She can apply to her own efforts the image from the New Testament about trying to build education on a foundation of sand. She will not see the time "when the rains descend and the floods come" and she will not see the great fall of that house. She will be sobered, too, by that other image of the cockle of the outside world choking the good seed of the school. She must understand the great issues of individual and social life which are at stake. Hitler youth are trained and disciplined in an alien and perverse conception of human life. The new world will need a trained and disciplined youth in the Christian way of life. We must have, in the words of Pius XI, the Christian formation of youth.

VI

What is happening about us? In a letter to President Roosevelt, the Pope refers to the "chilling breath of aggressive and deadly godless and anti-Christian tendencies, that threaten to dry up the fountainhead, when civilization has come and drawn its strength." In his first Encyclical, called in English, "Darkness Over the Earth," the Pope says:

Perhaps there is even room for hope—God grant it may be so—that these calamitous times of ours will alter for the better the outlook and the principles of many who need it. Hitherto they have trusted blindly in the false notions current in our day, and so walked lightly and heedlessly on an uncertain road that was full of pitfalls. Many of them have attached little importance to the influence which is exercised at all times by the Church's pastoral care in moral and religious education. Now perhaps they will have a better appreciation of, and attach a higher value to, those warnings of the Church which they neglected in times of ease and safety. The present difficulties and distresses are so striking an argument for the Christian philosophy, that they may well point men's minds toward the truth as nothing else would. This mass of errors, this sink of doctrines which repudiated the Christian name, has produced its results; and those results are so poisonous as to constitute a damning indictment of the opinions in question, too cogent to admit of any refutation by argument based on reason.

But the hope which is here expressed is made less hopeful because, unlike other times, the present situation grows out of a "revolt in the depths of the human conscience." And unprecedented planning and cunning and power of entrenched and ruthless wickedness in high places is attempting to regiment, dragoon, and mobilize nations under the banner of the errors. Later in the same Encyclical, "Darkness Over the Earth," the Pope says:

It is beyond question, that when the nations of Europe were still bound together by that common tie which observance of the same Christian law and tradition engenders, there were quarrels, there were revolutions, there were wars which brought havoc with them. But it is doubtful whether there has ever been an age like the present, an age in which men's spirits were so broken by despair, so busily alive to the difficulty of providing any remedy for their disorders. In earlier times, men had a clear consciousness of what was right and what was wrong, what was allowable and what was forbidden. Such a consciousness made agreement easier, curbed the fierce appetites that had been aroused, opened and paved the way for an honorable settlement. In our day, discords arise not merely from the violent impulses of an ungoverned temperament, but more commonly from a confusion and a revolt in the depths of the human conscience. It is this which allows all the canons of private and public honesty and decency to be overthrown in our lighthearted modern fashion.

VII

In every grade of our schools we must, by means suitable to the capacity and the experience of the students, teach certain great truths. The ordinary detail and *minutiae* must be taught. These things must be done—and the others need not be left undone. Two of them, referred to by the Pope in his first Encyclical, relate to the "theories of race and blood" and "the theory that the state is the end of human life." These the Pope especially discusses in this Encyclical because "they make peace among nations precarious, uncertain, and well-nigh impossible." We shall add to our comment on these a statement of the Pope's five-point plan of peace.

YOUTH PLEADS FOR GUIDANCE

Youth of today should be protected from forming its ideals on the current social, educational, and moral standards of American life, because spiritually we are a confused, groping people.

Ideals of youth must be durable and practical and based upon the values that have their source in religious truth. Castles in Spain have a way of crumbling before the onslaught of real temptation. By nature, most young people admire and long for whatever is good and great and holy, but in the back of their heads lurks a conviction that in some way or other growing up involves certain compromises in these spiritual ideals.

You sponsors and leaders of youth cannot but realize the importance of the role you ought to play in forestalling youth's selling its birthright of high ideals for the mess of pottage of drab, characterless expediency.—Rev. Paul Tanner, Youth Dept., N.C.W.C.

VIII

The Nazi doctrine of "race and blood" possessed by overlords who will enslave the world is not only a danger to peace, it has destroyed the peace of Europe, it has destroyed among many "the kinship and love which ought to bind human beings together." Set over against this doctrine of pure Nordic blood of the overlords of the world, there is the doctrine of the Apostle of the Gentiles, who believed so deeply in the brotherhood of a single human family and who told the Greeks that "from one man He has created the whole human race and made them live all over the face of the earth, determining their appointed times and the boundaries of their lands; that they should seek God, and perhaps grope after Him and find Him, though He is not far from any one of us" (Acts 17:26, 27). And there is that other great manifestation of God's love for men in the redemptive power of Christ's blood to redeem *all* men. In our teaching this year—and every year, but especially now—fix in the minds and hearts and souls of your students the unity of the human race, the singleness of the human family, the sense of universal brotherhood. The secure basis of the doctrine of the brotherhood of man is in the Fatherhood of God: "One God, the Father from whom are all things" (I Cor. 8:1).

There is a point which we sometimes overlook or neglect—the diversity of the talents of men and nations. The doctrine of the brotherhood of man does not mean uniformity among men. It means diversity and it recognizes diversity in the family, in the nation, in the new world which we hope to see for this generation. Pope Pius XII has put the problem in its international phase well. He says:

The Church aims at unity, a unity determined and kept alive by that supernatural love which should be actuating everybody; she does not aim at a uniformity which would only be external in its effects, and would cramp the natural tendencies of the nations concerned. Every nation has its own genius, its own qualities, springing from the hidden roots of its being. The wise development, the encouragement within limits, of that genius, those qualities, does no harm, and if a nation cares to take precautions to lay down rules, for that end, it has the Church's approval. She is mother enough to befriend such projects with her prayers, so long as all is done without prejudice to those duties which the common origin and the common destiny of the whole human race impose upon us.

This year of 1941 let us help develop among our students the leaven of the love of men, of a sense of kinship for all men, of mutual helpfulness and cooperation so that truly may our daily labor be described accurately as "building up the body of Christ, until we all attain to the unity of the faith and of the deep knowledge of the Son of God, to perfect manhood, to

the mature measure of the fullness of Christ" (Eph. 4:13, 14).

IX

The second error which the times require us to guard against is the totalitarian conception of the state. This is learned in language, but it affects the simplest lessons in what we call civics, or civil government. It extends to the highest generalizations of political science. The teachers in every grade of school have a responsibility and an opportunity. The essence of the error consists in dissociating "civil authority from any connection at all with Divine Being," or it removes the state from under the moral law. The state assumes the privilege of omnipotence. Says the Pope:

What makes it worse is, that in doing so they seek to dispense the civil authority from observing any of those higher laws which have their origin in God. They allow it the fullest possible liberty of action; and that liberty of action is conceded to frail and fallen human wills, restrained by nothing but the human maxims which are dictated by the accidents of history and by economic needs.

For the individual, the duty of the state is to aid him to the "attainment of the perfection" which is natural to him. For the nation itself, it brings political action under "an order of things which is immutable, because it reposes on universal laws and principles which govern it." In the international life, "it breaks the bonds which ought to unite commonwealths, it robs international law of all its vigor, it makes them almost incapable of living together on terms of good will and peace." The priority of family over the state in natural things is forgotten and the family is subordinated to merely political ends.

The tragic thing so far as the education of the individual is concerned is that his education is directed toward a wrong goal, and, as the Pope asks, "What kind of scandal would be more iniquitous, could do more harm to such children or be a worse augury for their future, than a training which points them to a wrong goal, far from that Christ who is 'the way, the truth, and the life'; which secretly or openly encourages them to turn their backs on their divine Redeemer?" And a point which we have often noted in these columns, that citizenship is not a final goal of education, though preparation for disinterested public service and patriotic zeal must be a by-product of all genuine education, is emphasized by the Pope:

In the view of those who hold by these speculations, the education of the young has no longer the aim of shaping and fostering their powers of body and mind in the way most conducive to their well-being. Its aim is rather to induce in them and to awaken in them by every possible means a kind of civic sense, which is held to be indispensable for the political future of the country. And so, whatever furniture of the mind brings with it feelings of honor, of dutifulness, of kindness, is counted useless in comparison; its in-

ADVICE TO STUDENTS

Stay in school! Continue the normal course of your education. Await the call to specialized service in whatever capacity the government may direct. Become better trained to render service when the call comes. Certainly the problems to be solved will call for every bit of trained intelligence and sacrificial service which this nation can muster. It would be shortsighted indeed, if in the emotional exaltation of the moment, you should interrupt your preparation for service. Devote yourselves, therefore, with even greater vigor, to your present tasks.—Dr. John W. Studebaker.

fluence is only to depress and unnerve the robust vigor, we are told, of the youthful temper.

Let all our teaching of civics, of social studies, of sociology, economic and political science, in all grades of school, renewing the Christian spirit, emphasize unmistakably the great function of the state in our individual life, in our national life, and in international affairs, but let us never forget to drive home the truth that it is a means to an end and is bound by the moral law—the laws of God.

X

A great problem before all men and all nations is the kind of world that will be recreated after the present unspeakable calamity of lawless war is over with its ruthless power combined with a fanatical self-glorification of a particular race and a particular leader and a denial of Christ. The nature of a peace and a plan of an international leader based on justice and good will should be a matter of recurring interest this coming year. And what better service can we render than to call your attention to the "five-point peace plan" which the Pope announced Christmas Eve, 1939, and what better ending is there for this article than his exact words in full:

I. A fundamental postulate of any just and honorable peace is an assurance for all nations great or small, powerful or weak, of their right to life and independence. The will of one nation to live must never mean the sentence of death passed upon another. When this equality of rights has been destroyed, attacked, or threatened, order demands that reparation shall be made, and the measure and extent of that reparation is determined, not by the sword nor by the arbitrary decision of self-interest, but by the rules of justice and reciprocal equity.

II. The order thus established, if it is to continue undisturbed and insure true peace, requires that the nations be delivered from the slavery imposed upon them by the race for armaments, and from the danger that material force, instead of serving to protect the right, may become an overbearing and tyrannical

master. Any peaceful settlement which fails to give fundamental importance to a mutually agreed, organic, and progressive disarmament, spiritual as well as material, or which neglects to insure the effective and loyal implementing of such an agreement, will sooner or later show itself to be lacking in coherence and vitality.

III. The maxims of human wisdom require that in any reorganization of international life all parties should learn a lesson from the failures and deficiencies of the past. Hence in creating or reconstructing international institutions which have so high a mission and such difficult and grave responsibilities, it is important to bear in mind the experience gained from the ineffectiveness or imperfections of previous institutions of the kind. Human frailty renders it difficult, not to say impossible, to foresee every contingency and guard against every danger at the moment in which treaties are signed; passion and bitter feeling are apt to be still rife. Hence, in order that a peace may be honorably accepted and in order to avoid arbitrary breaches and unilateral interpretations of treaties, it is of the first importance to erect some juridical institution which shall guarantee the loyal and faithful fulfillment of the conditions agreed upon, and which shall, in case of recognized need, revise and correct them.

IV. If a better European settlement is to be reached there is one point in particular which should receive special attention: it is the real needs and the just demands of nations and populations, and of racial minorities. It may be that, in consequence of existing treaties incompatible with them, these demands are unable to establish a strictly legal right. Even so, they deserve to be examined in a friendly spirit with a view to meeting them by peaceful methods, and even, where it appears necessary, by means of an equitable and covenanted revision of the treaties themselves. If the balance between nations is thus adjusted and the foundation of mutual confidence thus laid many incentives to violent action will be removed.

V. But even the best and most detailed regulations will be imperfect and foredoomed to failure unless the peoples and those who govern them submit willingly to the influence of that spirit which alone can give life, authority, and binding force to the dead letter of international agreements. They must develop that sense of deep and keen responsibility which measures and weighs human statutes according to the sacred and inviolable standards of the law of God; they must cultivate that hunger and thirst after justice which is proclaimed as a beatitude in the Sermon on the Mount and which supposes as its natural foundation the moral virtue of justice; they must be guided by that universal love which is the compendium and most general expression of the Christian ideal, and which therefore may serve as a common ground also for those who have not the blessing of sharing the same faith with us."

XI

These things do, but do not leave the others undone.

Teaching Religion in the Home

Rt. Rev. Msgr. William T. Dillon

MY CONFRERES in this panel will limit themselves to method and technique and will be justified in that procedure.* For me methodology will be purely secondary — not because I so wish but because few are yet convinced that religion should be taught to those of pre-school years.

The reasoning is as simple as it is absurd. Children cannot commit sin until they are six years old (the arbitrary age of reason). Since they cannot commit sin they should not be taught religion. Ergo: I need not say that I do not see the logic. In very fact I do see there is no sequitur and there are some pretty vicious innuendoes as well as some flaming fallacies express and implicit here.

I shall devote a part of my time to offering some suggestions for the guidance of those who teach children not yet accomplished in reason. I address myself primarily to the business of establishing the necessity of teaching religion to such children.

I suppose we may begin with the observation that while fitfully there is an attempt at teaching infants it is haphazard and nonpurposive. In homes that breathe the very atmosphere of Christ the attempt may be almost adequate but not all homes are of this type. It is conceivable that more harm than good can come of these fitful lessons that have no psychological origin and no pedagogic end. They will engender fears or misinterpretations that may cast their shadows across the world for all time to be.

They Teach Everything Else

You teach physical habits and successfully. You foster emotional control and with some achievement you train perception, imagination, and memory. You lay the ground for moral living. You inculcate skills that are sometimes involved. You stress the aesthetic by way of remote control. You are at last becoming aware of the necessity of socialization but religion is and remains a thing to be taught by the cleric and religious.

You probably even save your face covertly by pleading the virtue of humility insisting that you do not know enough to teach religion. Clearly the same clergy and religious are not teaching your children (pretty evidently it would be hard for them to do so in our present pedagogic setup). Clearly the child will not receive any religious education since there is no other string to the bow or horn to the dilemma.

Naturally the question presents itself: Since all this is true, is it necessary that

religion be taught before reason dawns? And the answer is an unqualified affirmative. Because the child cannot make a moral choice until he is able to use reason is not evidence that he is religiously inept. In so far as such knowledge requires reason, he cannot be taught, but our religious life is a splendid congeries of all the psychic elements that make a man. To ignore any of them is less than virtue and worse than fault. The life of rational knowledge begins in sensation and continues through perception, imagination, and memory. The emotional gamut is necessary for the sentimental existence that is man's glory in the area of feeling and the culture of the physical and psychophysical activities of man in the conative order are fundamental to the exercise of free will. This is true in every area of consciousness whatever the pole or objective. Why should it be false in religion alone? Nor is it.

Lay a Foundation

The sentiment of religion (and it is that) can no more stand without its emotional anchorage than the social life can be developed by a born anchorite. The high plateau of theological thought will be more easily scaled if the factual basis therefor has been placed in early years. We may even believe that there will be some relation between ultimate efficiency and the date of the inauguration of our religious program. We have no right to assume that our teaching in the years before the seventh will be void or vacant. Experimentally it can be established that this training is as achieving as that on any other age level — in fact more so than at most levels. You may use as meter stick any test you wish.

One other thought. It seems to me a dreadful waste that we should obdurately refuse to garner the lovely flowering of life's young spring because until now no one has done it. If everything different had always been considered a good cause for condemnation, man would still be in some very ancient state of civilization. This is not our only crime against childhood but it is a grave one. If we can teach those children nursery jingles we can teach them prayers as well and I don't mean involved prayers. I don't mean anything even as difficult as the Angelic Salutation, but I do mean that we can and should teach prayers of adoration and praise and could thus make true prayer a habit rather than an endeavor at a contract with the Almighty. If we can overstimulate them as we do with fairy tales as pointless as they are impossible, we can people their image-making faculty with the stories of Christ and of His saints. These, of course, will be edited and scaled down to meet

our needs. If you can use dramatic ability in the interest of the skills why not in that of the great art of living with God?

You may think me naïve or credulous in all this. I need not tell you that I would not dare to appear here until I had established by practice what I offer in theory.

Succinctly told my thesis is that since a child is from its birth religious, from its birth it should be taught religion. Perhaps the one of whom I tell you knew nothing concerning pedagogy but she was a born teacher for all of that. Having prepared her infant for its day by a bath and all the routine involved, and having dressed him to put him out into the sun, she took his pudgy little hand and traced across his forehead and his heart the sign of the cross. Priest though I was I stood in awe and admiration. I had never heard of such a thing before, but its vision shall not soon be forgotten.

This for My Theory

I promised to offer some guides to those who are interested. They will of necessity be almost random because the mere schematizing of a policy is a much more ambitious thing than a dozen papers could accomplish. This is as you must know a virgin field.

Content

a) Cognitive

Anything that can be apprehended by a child is fit subject matter for teaching. Anything that can become the property of his memory is valid material. It is presumed that the adult will cull and differentiate. The Old Testament as well as the New should be screened and tested. The history of the Church and the lives of its blessed ones are splendid background.

The ceremonies of the ritual, the things in use should become familiar objects. If you can teach your baby colors, you can *a fortiori* teach him the colors of the vestments. If you can teach him the identity of things, why not include therein those that are sacred to his creed. If he can recognize Jack the Giant-Killer or Humpty Dumpty why not Peter or John the Baptist? It is simple is it not? Right here I want to meet the objection that you will stricture him in the future by limiting him now. That is just what you are not doing. You are broadening his scope, not narrowing. You are lifting the horizon, not reducing.

b) Emotion

This is a dangerous spot and likely to prove a shoal if you are not careful, for the emotions are prone to take the lead especially in those so young. The greater reason you should seek to direct them fittingly. So soon may you show the beauty

*Paper read at the regional conference of the Confraternity of Christian Doctrine for the Diocese of Brooklyn.

of the world, its skies, its stars, its flowers, and grasses. So soon may you teach a sane affection rather than a stupid disorder. So soon can you lift their eyes above the dull plane unto the mountain where the sun scarcely sets and the night is enshrouded in mystic loveliness. You may begin the practices of unselfishness that are the very heart of true godliness.

c) Action

This is the most fertile of all the fields of child culture. In our practice we bring the children into the sanctuary for Benediction and for Mass allowing them to stand and watch what there transpires and never once (be it said in passing) has even a two-year-old caused distraction to priest or people. On the contrary they have proved so edifying that strong men have wept to see them and women have been awe struck.

When in our chapel, now a thing of memory alone, we gathered at Vespers to say the Stations of the Cross the very evening grew more mystical to hear a child of five speak to our Lady in the Fourth Station and tell her that he will take care of her now that Jesus can no longer do so and the Crucifixion on Calvary's dark height could hardly pall the solemnity of the scene as the group of babies knelt before the dying Christ and tried to find some means to help Him.

Then as fell the chant of the lapping waters upon the senses there rose the shrill cadence of baby hymns. Some of them sat for sheer exhaustion after long hours of play but no one complained for

that. We somehow felt that Christ did not. Why then should we? Those nights are still refulgent memories for priest and people. They may be forgotten by the children but they will never be unfelt. How could they be since Christ Himself was there with them as surely as He ever was in Perea or Samaria.

d) Method

As there is no whit of content that must not be taken as long as it is proportioned to their capacity to accept it, so no technique of teaching should be discarded. Pictures and charts, songs, dramatizations, field excursions — projects — all are grist to the mill of him who teaches with the zeal of Christ about him. I would that I might illustrate each one but I must be content to indicate. I still cherish the memory of the construction of the Tabernacle of the Exodus with its Holy of Holies and its Altar of the Holocaust, its brazen laver, and its walls of skins. I remember the decalogue carved on two cast-off pieces of slab concrete. At least that class will know that there were three commandments on one tablet, not five as they guessed.

There is no end to this. I could go on tiring but untired until the night would fail. I have tried many things during my priestly life. In all I have been uniformly unsuccessful. Most of them I have loved. For compensation I have found my labor with the outcasts in the contagious-disease hospital most satisfying. For concrete results I treasure my work of teaching, but for sheer grandeur and breath-taking ap-

peal I shall always be glad for my privilege of having brought Christ to the babies of my island parish. It is something that time does not tarnish or death decay. There are many instances I might offer in evidence. I could tell you how Billy Law remembered my version of the story of Jacob and Esau nearly 10 years after, how a little girl — a pixie if ever there was one — recalled that she used to insist upon my holding her while I taught the others and she remembered what I taught them. One story for stark sublimity I may not conceal. It is of the first altar boy I taught and when I asked my class to tell me what they loved best in all the world he said: "I love the Host." He hardly knew what it was.

Years passed and he went away to school. There in his senior year he fell a victim to infantile paralysis. Some weeks after, his father, who was half Arab, came to visit me. He began by explaining that, though he wanted to come before, he had been a little resentful that John's last word had been for me. He continued: "I do not know just what he meant but he asked me to tell you that he went to see the Host."

He did not live to receive his diploma, but on the first page of the Year Book you may yet see his picture and beneath it his name and the notation:

*In absentia
Cum laude*

For all I know they may have added *honoris causa*. They might have for he had found the Host.

To The Beginning Teacher

Sister Lorena, S.S.J.

AS THE young Sister goes from the novitiate into her first school, she is filled with enthusiasm and no word could describe the zeal for her own sanctification and the salvation of souls. A certain mother general often referred to the young Sisters as the "blossoms" of the community. Lest these "blossoms" wither under the first trials of teaching, the writer of this paper gives a few suggestions which may be helpful and encouraging to the beginning teacher.

Today the teacher is considered not just a craftsman doing a routine job; much more is expected of her. The modern teacher should be a highly cultured personality, alive, vibrant, creative, modern, but modern in a healthy way; for she is the heir of all that is enduring, all that is worth while, in the culture of the human world.

The Sister-teacher has left the world and all its promised success in answer to the call divine and entered the religious state to devote her life and talents to the Christian education of youth. How noble,

EDITOR'S NOTE. Sister Lorena says a number of things which must be said for each generation of beginning teachers. It is expedient, too, for experienced teachers to remind themselves from time to time of these truths which have a way of hiding themselves just when they are greatly needed.

but yet how responsible, a duty! A quotation from Rev. George Johnson seems effective here:

The Catholic school should be a place where the young, under the kindly guidance of the teacher, learn the Truth in an active way, have opportunities of living it, and thus experiencing its delights. They need to actually "taste and see" that the Lord is Good.¹

If all the religious teachers were models of virtue, what an army of generous souls would enlist under their leadership! The

¹Rev. George Johnson, "The Making of Teachers for Catholic Schools," *Catholic Educational Review*, October, 1938, p. 466.

good seed multiplies a hundredfold wherever it grows. Our Lord reminds the teacher of her important calling by the words "Whatever you do to the least of Mine, you do it to Me." The teacher should, therefore, deal with those entrusted to her as she would if dealing with the Divine Master Himself.

Perfect schools are the result not so much of good methods as of good teachers, teachers who are thoroughly prepared and well grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important office; who cherish a pure and holy love for the youth confided to them, because they love Jesus Christ and His Church, of which these are the children of predilection; and who have, therefore, sincerely at heart the true good of family and country.²

I. Cooperation

Mutual cooperation of all members of the school system is an all-important

²Pope Pius XI, *The Christian Education of Youth*.

element. This is so necessary that, if it were lacking, all methods, procedures, and principles would be in vain. The new teacher is anxious to contribute to the lives of her pupils something of value. In order that she may conceive her calling, as a sacred trust, she must cooperate.

Each school has its own philosophy with its aims and objectives. The purpose of the Catholic school, generally speaking, is to give to each child in the school the best possible opportunity for growth in the fundamental habits, knowledge, and appreciations that are necessary for Catholic living in American society. Also, each school has a number of established policies; these are the rules or principles guiding and directing the procedures in the school. Every teacher in the school, on the first day of school, must adopt the philosophy of the school as her own; even though she may think some policies are not just as she would wish them, she will most harmoniously endeavor to execute each one.

The principal and supervisor call for cooperation among all staff members in determining the objectives of the school, in suggesting ways and means, in setting up standards, and in evaluating the result of the work done by the school. In union there is strength, and through the frictionless operation of a school system an invaluable amount of good can be done. "Nothing is a greater bane to that union of hearts and wills and work which alone begets success than the occult criticism of a co-worker. . . . Recognizing the school as a home — is it not an alma mater — the different members of the faculty should hold one another in an esteem akin to that shown by the members of a devoted and loyal family."²

Without question the teacher is the link between the home and the school. Her influence, therefore, on the lives of the pupils should extend far beyond the four walls of the room in which she teaches. As an effective agent for good in the community, she must show that she has faith in the community and has its every interest at heart. The teacher must be honest with parents. When parents inquire about the progress of their children, there is a tendency to report more favorably on the progress being made than the children's work really justifies. Educational measurements can be made so objective that the teacher can show the progress that the child is making and can satisfy the parents on all points concerning the child's work in school.

II. Teaching Procedures

The first source of effectiveness as a teacher and her influence over the souls of others is an ever increasing knowledge and understanding of the subject matter. Throughout her teaching career she should continue her studies with unremitting zeal. The teacher must be an educated person

and successful work in any grade or in any subject demands a high standard of learning and culture. Advancement in the knowledge of subject matter must be one continuous process; there never was a time when the teacher did not have to study — to advance. No teacher can teach right up to the edge of her knowledge for fear of falling off. "The plan of the Great Teacher, by which He took thirty years for acquisition and three for bestowal, is not unwise, provided that we can say, 'For their sakes I sanctify myself.'"³

The first organization of the curriculum is now commonly affected by governmental authority. But this does not mean that responsibility for organizing materials for presentation has been taken away from the teacher. The obligation of breaking down this large mass of material into smaller units, of making out a calendar of the year's or the semester's work, of determining what small section is to be covered each month or week, even each day, is the work of the teacher.

This reorganization puts vitality into teaching and prepares the teacher to appear before her class with a definite goal in mind. As the days and weeks of the school year pass by, she is not pursuing her course aimlessly, not fighting as one beating the air, but, on the contrary, progressing toward a definite objective.

The next step in organization is the making of the syllabus. Rev. William Cunningham in his book, *The Pivotal Problems of Education*, says a complete syllabus will include five things:

I. A statement of the specific aim of the course.

II. Organization of the materials of the course in large units with references for each.

III. A description of the teaching procedures used in presenting these materials.

IV. A statement of the learning activities required of students.

V. Tests on each large unit and final examination on the entire course.⁴

The construction of the syllabus and the plans holds out the greatest promise for improving instruction. The new teacher must seek assistance and guidance in making these, either from the supervisor or co-workers. Since lesson plans are so vital in determining the success of the teacher, every effort must be directed on this road to success.

The type and quality of the assignment, together with the manner of presentation, are a good index into the degree of teaching efficiency. Poor assignments are a contributing cause of inefficient work and even failure on the part of teachers and pupils. Often it is necessary to spend much time in arousing an interest in the assignment and in making it clear and definite for all pupils. These are some of the fundamental principles, relative to the making of good assignments:

1. Presenting clearly the aim of the lesson.

2. Giving all needed directions and explanations.

3. Checking pupil's understanding of work to be done.

4. Adapting assignments to the abilities and needs of pupil.

5. Correlating the new material with that already learned.

The teacher should ask questions in such a way as to develop understanding and reasoning power; to test ability, knowledge, or skill; to arouse interest; and to stimulate attention. A good teacher can teach many lessons without telling the pupils a single fact. She can develop one thought after another by a skillful series of questions until the child sees the lesson which she is trying to make clear.

The real problem of the teacher is to make drill lessons economically and efficiently productive of desired ends. These outcomes include the formation of right habits and the acquisition of desirable skills. The drill lesson is a most difficult teaching procedure to carry out correctly and because of this fact, it has been greatly abused.

III. Class Control

Methods of discipline fall under two heads, indirect control and direct control. The most effective scheme of discipline undertakes to provide situations that are natural and psychological and in which proper conduct is easy. The quality of instruction determines to a very large extent the attitude of pupils toward the work of the classroom. The well-planned lesson and the clear assignment contribute much to good order.

Self-control is the only kind of discipline which has moral value and which rests on principle rather than expediency. This is secured by taking the class into a kind of partnership with oneself; that is, avoiding to the utmost of one's ability the infliction of punishment and encouraging pupils to be proud of the tone of their class and devoted to the educational aims and projects of their own adoption. The teacher who "brings out the better side" of her pupils is procuring order through self-control.

The temperament of a teacher also has much to do with the order of the class. The teacher will have to learn to use the tool of her own character to build her authority, for the principal cannot control her class from the office. Nevertheless, despite all efforts to secure control by indirect methods, situations will arise where corrective methods will be necessary; varying degrees of intelligence among pupils, different kinds of home training, and combinations of temperaments will give rise to classroom difficulties which demand firm but tactful treatment. The teacher must build her control on fairness and virtue and on a respect for others' rights and responsibilities.

"The best governed people are the least governed," because they govern themselves.

²Brother Benignus, C.F.X., Proceedings and Addresses of the Twenty-Ninth Annual Meeting of the National Catholic Educational Association, November, 1932, p. 162.

³George Herbert Palmer, *The Teacher* (Houghton Mifflin Co., 1908), p. 20.

⁴William Cunningham, *The Pivotal Problems of Education*, University of Notre Dame, 1936, p. 195.

Supernatural discipline should always be the aim of the good teacher. It is founded on the two commandments, "Love of God" and "Love of neighbor." This discipline is the goal of all true education, fittingly described by Ruskin:

The entire object of true education is to make people not merely do the right things, but enjoy the right things; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice.

IV. Personal Attributes For Effective Teaching

Teaching does not consist, except in a slight degree, in telling people how things ought to be done. It shows how things are done. The life of a teacher is a far more effective lesson than all things she can say. A pleasing personality can render more service than a genius could attempt to teach from the printed page. "The teacher impresses, teaches, educates (1) by what he is, (2) by what he knows."⁶

The teacher must assure her pupils of her love. Love should be the guiding star of the school. Brother Basil has so beautifully expressed: "Let the student trust and love the teacher; let the teacher love and glory in the student, and let both students and teacher be fused together in the burning furnace of the Sacred Heart."⁷

Patience is the quality of the teacher, creating in the classroom an atmosphere of peace which will dispose her students to profit by her counsels. Lack of self-control diminishes the prestige of the religious teacher and destroys the moral courage.

Without confidence, respect, and sympathy, all efforts of apostleship and education are doomed to failure. The only way to move the hearts of children is to devote oneself unselfishly, to explain, correct, and reprimand, but with complete forgetfulness of one's personal tastes, likes, and dislikes. Insults, sarcasms, and bitter remarks are things that a child does not forget. The successful teacher will often call to mind the words of our Lord: Whoever causes one of these little ones who believe in Me to sin, it were better for him to have a great millstone hung around his neck and to be drowned in the depths of the sea;⁸ and the words of the prophet: "They that are learned shall shine as the brightness of the firmament; and they that instruct many to justice, as stars for all eternity."⁹

The teacher must adjust her instruction to the condition of the minds of her pupils. The beginning, middle, and end of what she says should be shaped in readiest access for those less intelligent; altruistic vicariousness must become her second nature.

Emotional stability is essential in cultivating a happy, friendly atmosphere in the classroom. The disposition and attitude of the teacher may have permanent effects

upon the child's attitude toward life and toward other people. Some of the wholesome, emotional qualities may be listed as cheerfulness, optimism, and a keen sense of humor.

No two pupils of the same class are exactly alike. They differ widely in their interests and attitudes; in health and temperament, in ability to learn, and in home environment. Each pupil demands a share of individual attention if he is neither to waste time nor become discouraged. To do this demands on the part of the teacher a certain amount of initiative.

An invigorating enthusiasm for kindling interest in the work is an essential quality of the teacher. Personal vigor versus passivity is emphasized much in making the instructor an ideal leader.

The physique of the teacher is an important element in the analysis of personal traits. The healthy teacher who radiates enthusiasm and wholesomeness is able to accomplish more than the teacher handicapped by physical indisposition.

Poise, like culture, is compounded of various elements, but is recognized in a person who seems to have elastic control of herself in all matters. The teacher with proper poise prayerfully and thoughtfully analyzes each situation for cause and effect and controls the class efficiently.

A teacher who is well poised is likely to have a calm, well-modulated voice,

although there are exceptions. Some teachers in their earnestness to be understood acquire a harsh, rasping voice which is not conducive to good teaching. Our Divine Lord gives the example of a voice with gentle tone and firm persuasion. "The teacher's voice may make just the difference between success and failure. There is the voice which irritates and provokes, and another which inspires quiet and instills respect."¹⁰

The beginning teacher, as well as every teacher, must strive for perfection in overcoming the defects of personality. She may select a worthy model to imitate and then, with the help of God's grace, she will proceed onward to self-perfection. Even though the beginning teacher may not have come under the influence of a truly inspiring teacher, there is one, a model for all, "The Great Teacher," Christ.

Even the most experienced teachers meet trials and difficulties in their duties. The beginning teacher must voluntarily seek assistance from the supervisor or principal. With that childlike submission, so dear to the Sacred Heart, she should ask for help through class visitations and individual conferences. Only with that invaluable "cooperation" mentioned in the beginning of these suggestions can the beginner progress onward to the goal—a successful teacher.

¹⁰Arthur S. Gist, *The Administration of Supervision* (Charles Scribners Sons, 1934), p. 246.

CHRIST, THE CENTER OF ALL TEACHING

Rev. John W. Tuohy, O.S.A., M.A.

EDITOR'S NOTE. You will thank Father Tuohy for this beautifully worded reminder of the resolution you all make at the beginning of the year. You will find the article helpful in translating into specific acts your general resolution of making Christ the center of your teaching. And you will wish to reread this page whenever you are tempted to discouragement.

THE subject matter of this article is not something new for teachers. All teachers, at sometime or another, have realized the necessity of a proper attitude toward their pupils. All have formulated a concrete idea concerning the method to be used in developing that attitude. The method offered here is presented for no other reason than to bring home the resolution made by nearly all Catholic teachers before facing their first class; namely, to make Christ the center of their teach-

ing. How shall the teacher fulfill the purpose of this resolution?

Be Another Christ

To make Christ the center of his teaching, the teacher must study Christ as the God-man in His dealings with men. To love Christ, the teacher must know Him, which can be accomplished only by following in His footsteps as the Teacher. He must understand as Christ understands. He must be patient as Christ is patient. He must love his pupils as Christ loves all mankind, particularly little children. This he must be determined to do. His purpose in life must be Christlike, which is in keeping with his life as a teacher. He may, and perhaps will, fall short of his goal, but knowing that Christ is always present to help him, he will strive to accomplish the will of Christ in whatever task is appointed him. As a teacher he will always remember that he is co-operating in a divine work, that he is primarily an instrument for inculcating the truth into the minds and hearts of those entrusted to him.

The teacher has an ideal, Christ, and should hope to live up to it. Christ is his

⁶Francis M. Crowley, *The Catholic School Principal* (Milwaukee: The Bruce Publishing Company, 1933), p. 73.

⁷Brother Basil, "Teacher Meets the Class," *Catholic School Journal*, September, 1939.

⁸Matt. 18:6.

⁹Dan. 12:3.

Teacher and to Him will he listen as He speaks to him from His throne on the altar. When in difficulty, the teacher knows where to seek advice. When successful he knows the Source from whence success comes. From this point the teacher says to himself: Christ is the Teacher, I am His instrument. It is for me to make Him live in me. I should personify Him wherever I happen to be, especially in the classroom. My human nature, essentially weak, not however bad, should assert itself in His direction. Hence I shall cultivate those good habits which will keep me turned toward Him. I shall try always to give good example, realizing that my students are always prone to imitation. If I exemplify Christ by living Christ, they will be imbued with the same spirit. My task is to make Christ the pivot of all my actions. Hence my teaching will be permeated with His spirit of humility.

Study the Life of Christ

How shall I proceed to make my pupils know, love, and live Christ in their daily lives? Since we can love and live only what we know, it is necessary that I teach my pupils to know Christ. I will bring

His Person down from the clouds and study Him as one of ourselves. I will try to make Him a real man, subject to everything, except sin, to which we are subjected. I will take Him at a period of His life similar to the age of my pupils and show them that He was just like one of them. He laughed, He played with His companions, He studied, He prayed, He lived. In explaining the personality of Christ I will remind them that He is also God. I will try to keep His relation to us on a natural basis as far as is permissible. I will teach them His life as well as I can both by study and example.

When I am sure that they know Christ as a real Person, I will endeavor to build up an ideal. I will find out their ideals and their background and work up from these as natural foundations for something better. I will correct any false notions they may have concerning their ideals and show them how Christ is the highest Ideal by showing them the workings of the saints. I will point out the advantages of checking upon themselves from time to time by using their ideal as a standard. I will keep stressing the fact that Christ is the highest Ideal.

Live the Life of Christ

Convinced that they are determined to model their lives on their Ideal, I will show them how to put these efforts into all they do. I will teach them the habits of virtue and point out a plan of action that will help them develop these habits. I shall stress the fruits of their good example on the lives of others and what it means to Christ to have them live His life in the midst of our pagan surroundings.

I will help them to realize that they are the hope of the Church. Being the hope of the Church, they are the hope of Christ who founded the Church to be their guide and counselor in following Him through success and failure, through joy and sorrow, through life and death. I will remind them often that they are the salvation of our country, that their turn will come when the affairs of the nation will be placed into the hands of their generation, and much will be expected of them. Now is the time for them to build a foundation that will support them in the future. That foundation will be formed from the lives they live today. It is for them to live Christ today so that they may live Christ tomorrow.

Self-Analysis For Teachers

Sister M. Coleta, O.P.

Personality Traits

Am I loyal to my ideals, pupils, co-workers, and patrons?

Am I responsible in duties assigned to me?

Do I have a pleasing manner and courteous attitude?

Do I present a pleasing appearance?

Am I enthusiastic and do I promote enthusiasm?

Am I optimistic and do I radiate cheer?

Do I have a "saying" sense of humor?

Do I use good judgment in choices and selections?

Am I aggressive to the correct degree?

Am I healthy, and does my influence stimulate a desire on the part of my students to be healthy?

Am I prompt in meeting my duties and obligations?

Am I efficiently industrious?

Is my mind keen and alert?

Do I meet new situations with perfect poise?

Am I self-confident?

Do I conduct myself with pleasing dignity?

Am I extrovertive rather than introvertive? (Interested in myself in relation to society rather than alone.)

Am I open to suggestion rather than opinionated?

Am I interested rather than bored with common things?

Am I charitable rather than intolerant and narrow?

Do I use tact in meeting difficult situations?

Do I possess sympathy and understanding?

Am I patient with slow children?

Am I cooperative rather than indifferent or obstinate?

Do I have a generally friendly attitude?

Am I democratic rather than snobbish?

Do I possess emotional stability and self-control?

Am I fair-minded and honest in all situations?

Are my morals and ideals an inspiration to my students?

Teaching Traits

Is my classroom discipline good?

Do I maintain discipline through interest?

Do I really function as a class adviser?

Does a democratic attitude prevail in my classes?

Are routine classroom duties efficiently conducted?

Are my assignments clear, precise, and challenging?

Are my questions well stated?

Are my questions pertinent?

Do my pupils do most of the class discussion?

Do I demand a high standard of work?

Does each student have a chance to progress according to his own ability?

Am I an expert in my field?

Do I make use of the laws and principles of teaching?

Do I make provision for health promotion?

Is my classroom co-ordinated with school objectives?

Is my class period one of pleasurable activity?

Do I allow an opportunity for student self-direction?

Do I make adequate preparation for each lesson period?

Do I have a thorough knowledge of the aims of my course?

Do I make proper provision for accurately testing results?

Is my grading system as fair and accurate as possible?

Am I making constant professional advancement?

Am I consistent in my demands and standards?

Am I teaching because I enjoy this profession?

Do I have a pleasing voice?

The Academic Graduate Seeks a Job

Very Rev. Msgr. Carl J. Ryan, Ph.D.

THERE is considerable evidence to show that graduates of vocational high schools have a somewhat better chance of obtaining jobs than those who complete a general or academic course.¹ At the same time the overwhelming majority of Catholic high schools are of the academic type, although sometimes including a certain amount of vocational training, mostly of a commercial nature. This raises the question: Are the graduates of Catholic high schools handicapped when it comes to seeking jobs, not because they come from Catholic but from academic high schools?

Over a period of two years I have made a study of eight diocesan high schools in Cincinnati, seeking to discover what happened to their graduates during the year following graduation. This covered the graduates of June, 1938, and June, 1939. Since the information received sheds some light on the question asked above, the results are presented here in the hope that they may be of interest to those concerned with Catholic secondary education. Since the data for the year ending June, 1939, were more complete than for the previous year, they will be used in this article.

A total of 814 questionnaires was sent, to which 648 (80 per cent) replies were received. Of the replies received, 388 (92 per cent of all the girls) were from girls, 260 (66 per cent of all the boys) from boys. Two hundred and seventeen of the 648 replying went to college or other institutions where they continued their studies, as for example, schools of nursing, business colleges, art, and music academies. In terms of percentages, 33.4 per cent of the total number of graduates continued their education in full-time schools, the larger proportion (36.5 per cent) being boys while the girls represented 31.2 per cent. Some of the girls (27 in number) reported that they voluntarily remained at home and made no effort to obtain other work, while none of the boys so reported.

The questionnaire was sent out the early part of March, 1940, just 9 months after the students had left school. During this time what was the result of the efforts of those graduates who attempted to get jobs? Eliminating those who went to college and those girls who did not seek work outside the home, we have a total of 404 who made an attempt to secure a job.

The following table shows, for boys and girls separately, the number who sought work, those who got permanent jobs, those who got temporary jobs, those who did not get a job, and the average time, in number of months, that it took to get the first job.

No. Seeking Work	Permanent Job	Temporary Job	No Job	Time Required
Boys				
165	114 (69.1%)	29 (17.6%)	22 (13.3%)	2.6 mo.
Girls				
239	123 (51.5%)	96 (40.1%)	20 (8.4%)	3.3 mo.

These figures show that 86.7 per cent of the boys and 91.6 per cent of the girls secured some kind of work within 9 months after graduation. The boys were somewhat more successful in receiving permanent jobs than the girls and the time required was a little less, although a slightly larger percentage of boys failed to secure work. One point must be kept in mind: not all the graduates answered the questionnaire. Thirty-four per cent of the boys and 8 per cent of the girls did not respond. It is possible that many of those not responding did not find work and were reluctant to admit it, even though they were not asked to identify themselves in answering. Considering the employment situation in Cincinnati during the year 1939-40 the proportion of graduates getting jobs was quite satisfactory.

What kind of jobs did these young people get? The following table shows those jobs mentioned more than once.

BOYS			
Selling	38	Foundry	2
Office work	32	Labor	3
Factory	14	Bowling alley	2
Delivery boy	8	Filling station	2
Shop labor	8	Mail clerk	2
Stockroom	5	Mail carrier	2
Driver	5	Photography	2
Shipping clerk	4		
GIRLS			
Office	129	Nurses Aid	3
Factory	36	Elevator operator	3
Selling	31	Maid	3
Wrapper	3	Doctor's assistant	2
Waitress	3		

The only type of vocational work given in the diocesan schools in Cincinnati is commercial work, which is more popular in the girls' schools than in the boys' schools. This is reflected in the much larger number of girls obtaining office work. It must be kept in mind that the opportunities for office work are more numerous for girls than for boys. Such jobs ordinarily require some type of skill—typing, shorthand, bookkeeping, etc.

Employers Demand Education, Not Training

Apart from those students taking com-

mercial subjects the other students who sought jobs had no particular skill to offer. What were their chances of obtaining a job? It was known from the previous year's study that a slightly larger proportion of students taking the commercial course got permanent jobs than those taking the general, academic course. What the writer was now interested in finding out was this: About what proportion of jobs open to high school graduates could be filled by young people who had no particular skill to offer? In order to answer this question, assistance was sought from the Cincinnati office of the Ohio State Employment Service. All persons applying for jobs at the Employment Service are listed as either juniors, age 16-25, or seniors, 26 and above. Recent high school graduates would obviously fall within the junior classification. A list of junior placements, except those in private homes, by the Employment Service during the year 1939 was secured. From this list the writer check marked 128 different jobs, involving 110 different employers.

In making the selection an effort was made to secure as many different types of jobs as possible, regardless of how many persons were placed on a given job. In most cases the employer's request was for one person, the highest number for any one type of job was 15. Since the main purpose was to find out the relative proportion of jobs requiring some skill and those that did not, two types of jobs, which appeared frequently on the list, were not included. They were common labor and stenography. Since the former was unskilled and the latter skilled it was assumed that they would cancel each other.

The types of jobs represented what was apparently a good cross section of those available in the community—at least to people in the age group studied. The 110 different employers were also fairly representative of the employers in the community, ranging from an individual employer—for example, a doctor who wanted an office assistant—to a large corporation employing hundreds of persons.

After the list was checked, it was returned to the Employment Service with the request that it furnish the employer's specifications as to the requirements for each job. This was done. In fact, more information was given than had been asked for, covering the following points: (1) position (i.e., brief description of the job); (2) age; (3) sex; (4) race; (5) height; (6) weight; (7) marital status; (8) nationality; (9) duration (i.e., regular or part time); (10) education required or preferred; (11) personality; (12) experience; (13) duties.

A brief summary of those points pertinent to the present discussion is as follows:

¹See, for example, *Education for Work*, Report of the Regents Inquiry into the Character and Cost of Public Education in the State of New York, p. 17, McGraw-Hill.

MEN

Education

55% required high school graduation.
33% required an elementary school education.

The rest either made no specification or required some high school training.

Experience

38% required some experience.
62% did not require experience.

Skill

37% required some initial skill.
63% did not require any initial skill.

WOMEN

Education

69% required high school graduation.
14% required an elementary school education.

The rest either made no specification or required some high school training.

Experience

46% required some experience.
54% did not require any experience.

Skill

30% required some skill.
70% did not require any skill.

To what extent the data here given would represent conditions throughout the country, we cannot say. The results, nevertheless, suggest some thoughts that might well be considered by all who are interested in Catholic secondary education.

The fact that 55 per cent of the jobs for men and 69 per cent of those for women called for high school graduation shows the importance today of a complete high school education. Jobs which a few years ago would not have called for any more than elementary school, now demand high school graduation. One large employer of women for light assembly work in a factory specified that applicant must have a high school education. In this particular case the employees are selected by means of a manual dexterity test, and not because of some previously acquired skill. It is interesting to note that a majority of jobs did not call for any previous experience; 62 per cent in the case of men, 54 per cent for women. This seems to run counter to the general impression that one of the reasons young people have difficulty in securing work is that they lack experience. This undoubtedly is true in some cases, especially in the case of stenographic positions, which as mentioned above, were not included in this study.

Since the main purpose of this study was to find the proportion of jobs requiring some initial skill, the information furnished on this point is most interesting. For men 63 per cent and for women 70 per cent, did not require any initial skill. Roughly, about one third of the jobs called for some skill, two thirds did not. So far as this study goes, it shows that most of the jobs open to young people in the community

could be filled by the graduates of a general or academic high school course.

How does this fit in with the claim of advocates of vocational training that such graduates have a better chance of obtaining a job than those coming from an academic school? So far as the situation in Cincinnati is concerned we have information (which we will not present here) which answers this question. Even though a minority of jobs require some initial skill, the number of students following a vocational course is still less than the demand. Hence such graduates have a somewhat better chance of securing a job.

Vocational Courses Useful

In view of what is to follow, I do not want to be understood as opposing vocational training. There are some jobs more readily available to graduates of vocational schools than to those from academic schools. Furthermore, there are boys and girls whose interests and abilities are along mechanical and vocational lines. They are not interested in an academic program. They should be in a vocational school. To the extent that Catholic schools can introduce more vocational courses, they should do so.

Since most Catholic high schools have to limit themselves largely to a general academic program, let us see what can be said in favor of such a program, along with some suggestions which Catholic high school authorities might well consider.

At the outset it may be well to make a distinction between vocational *education* and vocational *training*. Vocational *education* is concerned with the basic essentials of earning a living; it deals with attitudes toward work and character traits necessary to hold a job. It furnishes the student with information regarding different types of work and endeavors to help a student recognize his own aptitude or lack of it for a given occupation.

Vocational *training* is concerned with developing specialized skills for a definite job or at least a field of work. To do this adequate equipment, machinery, and opportunities for work experience are necessary.

With this distinction in mind it is evident that not every Catholic school can give vocational *training*, since many schools cannot afford the necessary equipment, not to mention properly qualified teachers. Nevertheless every Catholic high school can and should give vocational *education* since this does not involve shops, machinery, or other mechanical equipment.

Training on the Job

1. As the study in Cincinnati showed, there are many jobs open to young people which do not call for any initial skill or experience. The employer is willing to give, and in many cases prefers to give, the necessary training on the job, even in the case of skills frequently taught in vocational schools. For example, our study listed a job under the heading, "junior

draftsman." The specifications called for a high school graduate, bright and alert, with work experience not necessary, and then added "willing to take orders and learn, do tracing to lead up to minor drafting." Under the heading "skill demanded," the answer was, "none." Should the person getting this particular job avail himself of evening classes or other forms of study, there is no reason to believe he could not become a full-fledged draftsman.

2. Many industrial jobs today are what might be called semiskilled. The skill required can be learned in a few weeks or months. One study² showed that in 85 manufacturing plants in Minnesota, involving 33 different industries, 72 per cent of all the operations required a training of less than nine months. Of these operations 22 per cent required less than half a month of training, and 33 required a half month to two months. Is it always worth while to spend the better part of a high school program learning a skill which may be acquired in so short a time on the job?

Various opportunities are now available for acquiring training in industrial skills as, for example, the NYA program for out-of-school youth. Our Catholic high schools must make the students aware of these opportunities. Such programs can well be considered not as in competition with, but as a supplement to the academic high school. We must keep in mind the rapid changes that take place in industry requiring workers to learn new skills. The better equipped a person is to make such adjustments the easier he will make them. From this point of view much can be said for the general academic training.

3. One lesson the high school should drive home to the student is that his education is not complete when he graduates. Evening courses and other forms of part-time study have become so important that in some colleges and universities, the part-time enrollment is larger than the full-time enrollment. Furthermore, many industrial organizations maintain their own night schools — evidence of the value they place on continued study.

In this day and age the worker who continues his studies, in order to learn all about the requirements of his job and that of the next job higher up stands a far better chance of promotion than the one who thinks that school days are over once he gets a job.

Why Workers Fail

4. Another point to be kept in mind is this: Getting a job is one thing, holding it is quite another. A number of studies have been made seeking to find out why people lose their jobs, or fail of promotion. All those that I have seen point to the same conclusion: not lack of skill or ability to do the work, but some character defect is responsible.

Several years ago I clipped an item from a newspaper reporting a study made at

²Education for Work, p. 12.

Boston University. It covered 76 business concerns employing 49,854 clerical workers. It was found that of those persons who lost their jobs 89.9 per cent did so because of character defects and only 10.1 per cent for lack of skill. The most important single factor was carelessness.

In so far as the school endeavors to develop desirable traits of character it is giving vocational education. The teacher of English who refuses to accept a slipshod, carelessly written essay but demands accuracy and neatness in every assignment is teaching vocational education just as much as the teacher of shorthand.

A Brother teaching in one of our high schools once said to me, "I always have a deaf ear for a boy who doesn't say please." Perhaps the boys subjected to this discipline do not realize it at the time, but they are receiving a training which will stand them in good stead when it comes to making a living. In checking over the employer requirements in the Cincinnati study, courtesy was one of the most frequently mentioned requirements for men, coming after ambition, willingness to learn, and alertness. For women it was deemed even more important. The most frequently mentioned personality requirement was for women a pleasant, friendly, courteous attitude toward persons.

5. The Science Research Associates estimate that "more than 17,500 different occupations offer possible careers to American job seekers. Yet about three fourths of all workers earn their livings in just 100 of these fields."

The need for some measure of vocational guidance in high school is obvious. In one community the demand for nursing training suddenly increased. In seeking for a cause it was found that, shortly before, a movie, in which the nursing profession was shown in a rather glamorous light, was shown in that city. How many young people today choose careers on such flimsy grounds?

Demand for Skilled Workers

There was a time when a boy who went through high school was expected to get a white-collar job, if he did not go to college. There was a certain prestige attached to such work not associated with factory work. In these days of almost universal secondary education, not all graduates can hope to get white-collar jobs, nor is it even desirable. Despite the fact that the field is overcrowded, the pay frequently poor, and often there is less opportunity for advancement than in the industrial field, all too many boys going through high school think in terms of a white-collar job. As the Regents survey in New York pointed out, large numbers of young persons who attended general high school courses were discontented if they were forced to work at other than white-collar jobs.³

It is the same with girls whose aim is

office work. Later on some of them, unable to secure office work, find a place in a factory. They are surprised to find it is quite different from what they had expected. The work is often clean, working conditions pleasant, pay better than in many office positions, and they can go to work just as well dressed as the girls who work in an office.

One still hears the complaint, though not so frequently, that teachers in Catholic high schools at times disparage work involving manual labor. The students are given to understand that with a high school education "better" things are expected of them. To the extent that this is so it simply shows how far out of touch with the world of reality such teachers are.

Vocational Guidance v. Training

I don't know whether there is any evidence to prove the point but I suspect that a program of vocational guidance which included a study of different occupations might prove an effective stimulus to study on the part of many a pupil who is just drifting along. A boy, for example, may hope to be a radio announcer. When he finds out what the requirements are, he will realize how important is a broad education, ranging from a knowledge of classical music to the ability to pronounce foreign names correctly. He may never become a radio announcer, but if the mere hope to become one stimulates him to better application in his studies, much has been gained. Students in vocational high schools are frequently pupils who ordinarily are little interested in book learning as such. They find a new interest in book learning when it is tied up with the practical side of their work. Could not greater interest be aroused in students following a general

academic program if more efforts were made to direct their attention to a possible line of work on leaving school?

6. "Many pupils graduate from general high schools with serious deficiencies in the basic skills of arithmetic, spelling, and language. Many mentioned their deficiencies as handicaps in their vocational activity, and employers frequently mentioned them as a source of dissatisfaction with employees."⁴ This criticism of high school graduates by the Regents Inquiry in New York State represents a common complaint made against high school graduates. At the same time it suggests a very practical step which any academic high school could take in order better to prepare its graduates for holding down a job. In the senior year a semester course or even a full-year course could be devoted to a review of the fundamental processes of arithmetic and general mathematics. The same could be said for spelling and the fundamentals of grammar. It is true that much of this material would be a repetition of what had been learned in the grades, but later forgotten. The fact that they had once known these things but later forgotten them is little help when they are called upon to apply them on the job. Within the past few years, texts, especially in the field of mathematics, have been developed to supply these deficiencies. This shows the need for such courses.

Academic Education Is Sound

From what has been said above, I think that, for the most part, Catholic high schools which must limit themselves largely to an academic program need not feel unduly alarmed over the present trend toward an increased amount of vocational training. During the next few years we may expect that under the influence of the defense program greater emphasis, even an overemphasis, will be placed upon vocational training. The failure of industry to train apprentices for the highly skilled trades in any appreciable numbers during the depression, now results in the lack of skilled mechanics. This causes an unusual demand for skilled workers at the present time.

At the same time there is need of many persons with a semiskill, along mechanical lines. This latter need will be met largely by short-term training programs. The situation created by the defense program does not at the present time, nor will it in the future, represent a normal condition. It is important that those concerned with Catholic secondary education do not lose their sense of perspective and mistake a temporary condition for a normal situation.

There will always be a place for vocational training on the secondary level. There will likewise be a place for the academically trained boy and girl, who must go to work on leaving high school. For such the necessary vocational training can be acquired after finishing high school.

THE USE OF PERIODICALS IN THE CLASSROOM

Rev. Edmund J. Goebel, Ph.D.

Supt. of Schools, Archdiocese of Milwaukee

"Reading of periodicals, written for children, is to be encouraged," said Father Goebel, at the 38th annual convention of the Catholic Educational Association, for: "a better understanding of one's social environment; an improved comprehension of social problems and social relations; a clearer insight into changing social conditions; a broadened interest in personalities and the affairs of our times; and, finally, the development of attitudes, ideals, and appreciations that are in keeping with Christian life."

To achieve these ends, Father Goebel said that the periodical should be read by the pupil, it should be his own paper. It should be properly graded in regard to vocabulary. It should be Catholic; the daily secular newspaper is entirely unsuited to the needs of the child. And the reading of the child's newspaper or magazine should be a regular (not an occasional) class procedure.

³Education for Work, p. 23.

⁴Education for Work, p. 26-27.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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What Shall We Teach?

Monsignor Carl J. Ryan has in this issue of THE CATHOLIC SCHOOL JOURNAL an interesting discussion of the vocational opportunities for high school graduates, and the relation of that situation to the question of whether our schools should be academic or vocational. While the statistics are necessarily limited, they supply some foundation for the very interesting and significant series of propositions made by the author; namely:

1. To the extent that Catholic schools can introduce more vocational courses, they should do so.
2. There are open to young people many jobs that require neither initial skill nor previous experience.
3. All workers must continue to study, and, hence, the need for part-time classes.
4. People lose jobs because of character defects rather than because of deficiency in skill.
5. Some form of guidance is necessary to the more than 17,500 different occupations open to American job seekers.

From his statistics, Monsignor Ryan thinks that it is not necessary for the Catholic high school administrators to feel unduly alarmed about the demand for vocational subjects, particularly since the present demand may be due partly to temporary defense requirements.

Nor must we be deceived by the increasing number of employers who require graduation from high school as a prerequisite to employment. This is merely a recognition of the fact of the increasing number of high school graduates. Not so long ago, for example, graduation from the elementary school was considered sufficient for admission to a school of nursing; now

graduation from high school is generally required. The type of person who was selected under the previous "low" educational requirements was as high as that now selected under the higher formal requirements. Generally speaking, we must not be deceived by the fact of higher academic requirements into thinking that we are getting a higher type of personality than we had in the past. In the profession of teaching itself, there is abundant illustration of this fact, when we compare one generation with another.

The greatest obligation of any of our educational institutions is still the same: To develop character and intelligence. These two qualities are still the greatest for vocational success and for personal success. The accumulation of facts in the academic high school or the acquirements of skills in the vocational school are merely secondary objectives. Keep your eye on the goal.—E. A. F.

The Test of School Supervision

There is only one immediate test of school supervision: Its effect on what happens to school children in the classroom. The only possible justification for school supervision can be to help the teacher help the student learn more effectively, to make the student a better person, achieving in himself the educational purpose of the school. In the broadest sense, it is the effect on the student's personality and character, making him more humane and more moral, achieving a worthy place among his fellow men, as a basis for his place in the mansions in his Father's house.

Supervision is, therefore, not merely inspection of classrooms and of teachers, though that is a part of supervision. Nor is it "rating of teachers" on the basis of efficiency for administrative purpose though this may be a by-product of supervision. It is not checking up the teacher to discover whether she is giving the 30 minutes to arithmetic or the 15 minutes to spelling each day, though there should be some checking up to guarantee to children the balanced program which the curriculum represents. Even, too, the decision to take advantage of educational opportunities in a classroom in disregard of the time schedule must ordinarily be left to the teacher.

A coined word, used in this connection, indicates a misconception of supervision. We often see the sentence "'Snooper-vision' is not supervision." To the extent that supervisors are snoopers, to that extent they miss the real educational opportunity which is theirs, and what should be a pleasant duty becomes to them an onerous task. Its effect on the supervisor is bad, the effect on the teachers may be more devastating, and such supervision will not be without its evil effects on the students.

The supervisor should approach a classroom happy to have the opportunity to help another teacher and particularly 40 more children. Her coming should be welcomed by the teacher with unfeigned feeling, and the students should find stimulus in her presence. Her going, like Evangeline, should be like the ceasing of exquisite music.

However, her job is not one of flattery. Though her attitude must be one of encouragement, she must be constructively critical of what she sees. If there is anything in the attitude of the teacher which is injurious or inhibiting to the children, or there is lack of preparation on the part of the teacher or there is poor technique in teaching, or failure to realize that

the child learning is more important than the teacher "teaching," then she must leave that teacher conscious of what is happening in her classroom and with a constructive way to meeting the situation. In what ways this should be done we shall discuss in another editorial.

Supervisors might very well keep in mind a quotation used by Dewey in his *School and Society*: "Where anything is growing, one former is worth a thousand re-formers." The supervisor's job is to help children grow in knowledge, in love, and in service. What an opportunity that is for any human being! What a beneficence one human being can be as a supervisor! —E. A. F.

The Teaching of Science

We are very glad to have for this issue of THE CATHOLIC SCHOOL JOURNAL Paul Scott Stokely's article on "The Laboratory in Teaching Science." We are very anxious to have more material on teaching the sciences and we urge our readers to send more contributions in this field.

Mr. Stokely's article falls into three principal divisions. The first part deals with the development of the laboratory idea. The second deals with two aspects of the apparatus problem, the problem of elaborate and professionally made equipment as against simple, homemade, or amateur equipment, and the problem of the cost of equipment. The third part deals with the change of emphasis on the question of teacher demonstration and individual laboratory work. These questions are dealt with in an objective way with historical and detailed statistical data.

Some particular points worthy of note are:

1. The student protest against the formalized and mechanized laboratory routine, expressed by the student who said, "Life began at three o'clock — after school was over."
2. A good deal of laboratory routine is "Show," and science instruction is not instruction but entertainment.
3. An interesting point made is that the "laboratory has not failed but rather the teachers have failed the laboratory."
4. There should be opportunity for students to invent experiments, make hypotheses of their own, and to select proper variables.
5. Students get more from experiments with equipment they themselves make, than from the equipment of the scientific supply house.

These are important issues in contemporary problems of teaching science, and the basic material of the article will be helpful in the formulation of your own judgment. —E. A. F.

The Public School Strike Nuisance

To discuss an evil which has afflicted public school life, namely, the pupil strike evil, would in Catholic school circles seem like a wasteful effort. And yet it is well to know that the evil exists and to note the causes which lead to it as well as the lesson that may be drawn from both cause and effect.

In the so-called school strike we find that a group of school children voice their protest over some action taken by the school authorities. A superintendent, principal, or teacher has been dismissed, or pupils have been transferred from one school to another in the interest of economy and efficiency — something has been done which the pupils do not like.

In protest against the action taken by the school authorities, groups of pupils march out of the school. They form in noisy parades about the school premises and through the streets, waving banners and placards. The inscriptions voice the nature of the protest.

The public is either astonished or amused. The school officials are indignant, the police is indifferent. The parents applaud the strikers. And thus you have a spectacle which is an affront to the cause of popular education and a disgrace to those who participate in it. It demonstrates an open defiance to established authority and a disregard for the proprieties that must be observed by the school child.

In seeking the causes for disorders of this kind, one discovers, first of all, a laxness in the discipline of the school itself. If character building is one of the fundamental objectives of the training of the youth, then it follows, too, that discipline and obedience become essential requisites. These must be instilled in the school child if he is to secure the benefits of education.

A regrettable feature, which encourages the rebellion, is the easy acquiescence of parents in the unruly conduct of the child. Some people regard the children who defy authority as being smart and quite abreast with their time. On the other hand, parents may some day regret the laxness they manifested in exacting discipline and obedience on the part of their children.

It is needless to say that juvenile delinquency has its beginning in a disregard of that orderly behavior so essential to the rearing of children for worthy manhood and womanhood. If both the school and the home fail in holding the youth to strict obedience to the rules provided for their guidance, then the disciplinary phase of popular education has been greatly weakened. —W. G. B.

The High School and the Job

A Catholic worthy of the name must agree with the Church that every Catholic child and youth should be in a Catholic school from kindergarten to and including college. Some, while subscribing to this ideal as a general principle, submit various excuses for a dispensation. Perhaps the most plausible of these excuses is a desire for courses which are not available in Catholic schools. Vocational courses may be desirable educationally for some pupils, but are they essential to employment?

Very Rev. Msgr. Carl J. Ryan, superintendent of schools of the Archdiocese of Cincinnati, has made an investigation of the academic course versus the technical course as they affect the chances of securing a job after graduation. His findings seem to indicate that employers, even in manufacturing establishments, insist upon a high school education, but attach little importance to vocational training in the high school. In most occupations calling for special training, the training is supplied after employment. Employers are asking the schools to supply *education*, not *training*.

This, as Msgr. Ryan says, is not to discourage Catholic school authorities from introducing such vocational courses as their means and local circumstances call for. What Msgr. Ryan's study (page 223 of this issue of THE CATHOLIC SCHOOL JOURNAL) does is to indicate that an academic education, such as most Catholic high schools offer, is usually an asset, and almost never a liability, when seeking employment. —E. W. R.

RUGGED COLLECTIVISM

Brother Joseph J. Panzer, S.M.

FOR the past two decades Catholic educators have viewed with considerable interest, and at times with some anxiety, the growth of emphasis on the social studies in the public schools. Twenty years ago the social sciences were still frowned upon, particularly by staunch supporters of the traditional curriculum. But all that has changed. Today, the social sciences have not only won for themselves a recognized place in the program of studies, but in many schools have become the very core of the curriculum. One surmises, in noting the objectives which social-science teachers set for themselves, that the public schools have found in these subjects a welcome substitute for religion. This is particularly true in the so-called fusion courses.

But it is precisely in these fusion courses that the social scientists have been most open to attack. In attempting to find a satisfactory basis for their integration, they have been compelled to draw heavily on religion, philosophy, economic theory, and political science. The discriminating selection of materials from these fields has not always been an easy task, particularly where controversial issues have been involved. The temptation has apparently been strong to pass over the solid, conventional matter in favor of novel theories and intriguing experiments, with the result that the social-studies movement has, almost from the beginning, been tinged with a reform spirit. The leaders of the movement have come to learn—if, indeed, they were not always conscious of the fact—that into their hands has suddenly been thrust the opportunity not only to redirect the entire course of educational thought but to remold in the minds of coming generations the entire concept of society such as we have known it. Along with a frank and fearless criticism of the old order, therefore, they have written glowingly in their texts and treatises of a new order, a new society, a new civilization. To some critics—and their number is on the increase—this has seemed as an open espousal of an ideology completely foreign to the American way of life, and alarmingly close to the collectivism of Soviet Russia.

Only an occasional voice has been raised in protest against the religious and philosophical basis of this new social science. Yet there is room enough for strong criticism on these grounds. One need only read, for example, Part XIII of the *Report of the Commission on the Social Studies*, published a few years ago by the American Historical Association, in which the basic principles underlying the social-studies curriculum are expounded, to be duly impressed with the irreligious elements of the movement. The divine creation of man is openly flouted, materialistic evolution is frankly accepted, religion and morality are shown to have evolved by purely human processes. One shudders to think of our American children building their lives on such foundations, but thus far no effective protests have been heard.

EDITOR'S NOTE. This is a simple, sensible, elementary statement of the Rugg controversy. Brother Panzer indicates that there are many issues involved, and we shall need to examine each independently—and may we add—that we shall need to reach our decisions on the basis of a wide knowledge of the facts of the situation and its backgrounds.

The attack upon the new social science on economic and patriotic grounds has been more vigorous and sustained and has been growing in intensity over the past two years. Much of the economic and political matter in the social-science texts has been written by the "new historians," who have not hesitated to emphasize the evils and the weaknesses of our economic system and to "debunk" historical characters and traditions with reckless abandon. Patriotic societies and businessmen's associations have been quick to resent such attacks. But it is only in recent months that there has been anything like a concerted and effective counterattack. In the forefront of the battle are such powerful groups as the New York State Economic Council, the National Association of Manufacturers, the American Federation of Advertisers, the United States Chamber of Commerce, and the American Legion. These organizations have not limited themselves to general criticisms but have declared "total war" on particular social-science texts, notably those of Professor Harold Rugg.

Doctor Rugg has been a pioneer and a distinguished leader in the social-studies field for the past two decades. His 20 volumes, edited under the general title *Man and His Changing Society*, are standard texts in thousands of public schools. Critics claim they are subversive and should be banned. By organized pressure on local school boards they are attempting—with growing success—to force an official decision.

The controversy flared with new intensity at the recent convention of the Progressive Education Association held in Philadelphia, February 19-22. At the concluding session of the convention, Dr. Rugg met his archcritics in a bitter debate that drew alternate cheers and derisive laughs from an obviously partial audience. The temper of the meeting may be gathered from Dr. Rugg's opening remark: "Make no mistake. These men are not friendly enemies; they are enemies!" The reference was directed to Merwin K. Hart, president of the New York State Economic Council, Joseph T. Meade of the National Association of Manufacturers, and Alfred T. Falk of the Advertising Federation of America. Dr. Rugg was ably supported by such men as George S. Counts, president of the American Federation of Teachers, and Roger Baldwin, of the American Civil Liberties Union. The discus-

sions, though marred at times with personal references and petty quibblings, brought into sharp focus the principal issues involved in the controversy. These issues with some of their more obvious ramifications can best be suggested by the following questions: Should subversive or un-American textbooks be barred from the schools? Who has the right or the responsibility to declare texts un-American? What is un-Americanism? What is Americanism? Is Americanism synonymous with democracy? What is democracy? Is Americanism synonymous with free enterprise? Has free enterprise been a blessing or a curse for the United States? Is free enterprise essential to democracy? Is academic freedom vital to democracy? What is academic freedom? Is academic freedom involved in the selection or rejection of texts?

A mere reading of these questions will reveal how difficult, if not altogether impossible, it is to maintain a "benevolent neutrality" in the controversy. These are questions in which Catholic scholars and educators have always been interested. A wrong answer to any one of them may have serious repercussions on our own educational system.

There are other phases of the controversy that need to be closely watched. Many of the quotations from Dr. Rugg's books, selected by critics for their most violent denunciations, are not only inoffensive to Catholic ears but not infrequently have a familiar ring. A closer scrutiny reveals that they bear a striking resemblance to passages from the papal encyclicals. This is not to suggest that Dr. Rugg is "on our side" and deserves our unqualified support. It does suggest that our judgments must not be overhasty, lest we find ourselves in the embarrassing position of denouncing our own beliefs.

There are also some grounds for the suspicion that the campaign against the Rugg texts is being conducted, in part at least, by extreme reactionaries, who are still unreconciled to the passing of *laissez faire*. It is one thing to condemn the new social scientists for teaching socialism or "creeping collectivism"; it is quite another to condemn them for advocating any kind of change. Yet their critics have at times pursued that very tack. At the meeting described above, for example, one of the speakers did not hesitate to ridicule the very idea of "social reconstruction." Is it necessary to comment that if the teaching of social reconstruction is subversive, then our own Catholic schools may well expect to find themselves vigorously denounced as un-American?

These are just a few Catholic angles to the Rugg controversy, indicating that it will not be wise for us to ignore it as though it had no possible bearing on our own interests. A far more enlightened policy would be for us to keep a close watch on all the developments, to be thoroughly conversant with the issues, and meanwhile to redouble our efforts to build a "truly Christian social science," proof against attack from any source.

The Laboratory in Teaching Science

Paul Scott Stokely, B.A.

IN THE Catholic Schools of our country the ideal of education is fostered wherein the spiritual takes precedence over the material.* Because its purpose is to direct the pupil toward his final goal in eternity, the Catholic school insists that "training in thought is more important than training in technique." That sums up our first objective in the teaching of science. But how can we science teachers best realize this aim? Then, too, we must guide and equip our pupils for today and tomorrow as well as for eternity. Just how much laboratory material, time, and technique is required to accomplish these goals? Because of the ample funds provided by abundant taxes, the state-supported schools are usually able to equip their laboratories with the latest types of equipment and plenty of it. Since the teacher of science in the Catholic school has but limited resources to draw from it is necessary that he carefully evaluate and select the type of equipment used and the method of using available supplies.

Progress in any of the fields of endeavor that characterize our civilization has not been made along a straight, clearly defined pathway. Trends have drifted back and forth among different schools of philosophy. Sometimes it is difficult to ascertain whether or not any actual progress is being made. The perspective of years is usually required for the observation of definite forward movements. Education has been no exception to the general route over which the devious road of progress travels. Methods and educational philosophy of 50 years ago are in many cases obsolete today. On the other hand, educators may be inclined to use again the methods and philosophy of St. Thomas Aquinas of the thirteenth century and of the Jesuits of the sixteenth which had for years been disregarded by secular educators. With this in mind it shall be the purpose of this paper in a small way to report on the present-day trends in the use of the laboratory and its apparatus in teaching science in the high schools.

Why the Laboratory?

Only in the past few hundred years as a result of the scientific and practical tendencies, have observation, experimentation, and the directed study of things been introduced into the schools. The knowledge of nature first had to become scientific. Then scientific knowledge was proved useful by the discovery of important applications to medicine, agriculture, and mining. John Penington,¹ an obscure author of the eighteenth century, remarked that there were two kinds of chemists: first the dyers and tanners, second, the theorists who had never smelled the odor of a tannery. This gap between theory and practice

had to be bridged. The practical demands of life have always been most powerful in introducing subjects into the school curriculum.

The laboratory arose as the workshop of the individual scholar. It was a place where problems were to be solved actually and concretely by experimentation. Many of these scholars were lecturers at universities and sometimes invited their students to visit their laboratory after the work at the school was finished. It was thus that the laboratory of the university antedated that of the lower schools. These demonstration laboratories were gradually introduced into the university proper in the seventeenth century. Back in the sixteenth century John Comenius saw that teaching and research were interdependent. He, like his precursor, Bacon, hoped to promote scientific discovery by establishing a college in which not only laboratories for scientific research but in which all the other necessary conditions would be available.²

Extracurricular Laboratories

But the first student laboratories were included in the student's extracurricular subjects, to be used in free periods and chiefly for the purpose of relaxation. President Hoar,³ of Harvard, writing in a letter suggested the building of a chemical laboratory, the starting of a garden, and the planting of an orchard (1672) in which students could spend their leisure time. Realistic studies were advocated by Auguste Francke⁴ as extracurricular activities. In his school (1700) Francke provided equipment for courses in mechanics, glass blowing, copper engraving, wood carving, and health guidance; a natural history museum and dissecting apparatus; an herbarium; and physical and chemical laboratories.

In 1815 chemistry was still taught in the colleges from the theoretical viewpoint. The laboratory periods were given over to demonstrations by the professor. The ones that actually got to work in the laboratories were the future scientists who apprenticed themselves to men engaged in private research. In Great Britain, Thomson had a laboratory for his students as early as 1811. The present movement was started by Liebig,⁵ professor extraordinary at Giessen in 1824. From his own funds, Liebig built a laboratory for himself and his students. These pupils were at first a small group who acted as assistants. However, this educator developed a laboratory manual and opened his classes to large numbers in 1841. The movement spread and was universal in Germany by 1860 when it was just starting in the United States. From this time on, the laboratories were common in our universities and gradually filtered into the high schools. The methodology of induc-

tive thinking began its invasion of education in the science laboratory and overflowed into all of the other branches of learning.

The Present Problem

The plea for realism found a ready response in the educators of youth. The inductive method of reasoning from effect to cause necessitated that the pupil be put into a situation where he could handle and "play around" with concrete effects and discover for himself their cause. Many and varied were the objectives designed for the courses in secondary science. Almost all courses hoped to train pupils in how and what to see and to enable them to translate their observation and thought into action. In too many instances the "lab" has failed to do this. Wasted periods of "data gathering" have placed individual work in the laboratory on the defensive.

The trend seems to be away from "lab" to lecture and small group demonstrations. Even those who feel that there is a definite value to be gained from doing things for oneself have felt that the "lab" had more or less failed its purpose. There must be a reason for this. There is no particular justification for throwing aside a perfectly good theory just because its technique of application has been at fault.

There are a number of reasons for the present position of the period of supervised activity known as the laboratory period. One of the most important of these reasons is the domination of the high school by the college and university. This, in some instances, amounts to a strangle hold. There is many a secondary school that has built its science curriculum around the entrance requirements of the university. It seems to make little difference that the majority of high school students do not go on to places of higher learning. The university specifies that a course in physics or chemistry shall include a certain number of experiments. Along with hurrying the pupils through the required number of experiments the teacher too often uses the methods and techniques of the university which are unsuited to the exploring spirits of adolescents. "Fewer experiments and less technical procedure" is the plea of one well-known educator⁶ and he also points out that the pupil is often lost in a maze of minute directions for "lab" procedure which are given to save time and prevent the waste of materials. The pupil follows the path of less resistance and copies the results from his neighbor.

In an address before the New York State Science Teachers Association, Morris Meister⁷ said, "There is not much adventure in the cookbook type of laboratory manual." In the same address he told how he had been invited by a group of boys to visit their secret labora-

²Frederick Eby and Charles Arrowood, *The Development of Modern Education*, p. 256. Prentice-Hall, New York, 1934.

³H. V. Good, *op. cit.*

⁴Eby and Arrowood, *op. cit.*, p. 336.

⁵H. V. Good, *op. cit.*

*See the editorial "The Teaching of Science" in this issue of THE CATHOLIC SCHOOL JOURNAL.

¹H. V. Good, "Invention and the Student Laboratory," *School and Society*, Vol. 42 (Sept. 21, 1935), p. 1082 ff.

⁶H. I. Schlesinger, "Important Criteria in Evaluating Laboratory Work," *Education*, Vol. LVI, Mar., 1936.

⁷Morris Meister, "Pupil Adventures in Science," *High Points*, Vol. XVIII, Sept., 1936.

tory where, as they said, "life began at three o'clock—after school was over." On accepting the invitation, Meister found "inside a crude and not too clean cellar an amazing array of activities." One boy was after a new kind of cellophane, one was attempting to isolate the germ that caused carbuncles, another exhibited a homemade telescope, and the medical man was "doing blood counts." These were all boys between 12 and 15 years old. They weren't doing anything that had not already been done and their procedure was sometimes vague and crude. However, they were each explorers finding their own techniques and working on their own resources. While a class could hardly be conducted as was this "laboratory," it at least points the direction in which the fault of the formal "lab" period lies.

In the regular sessions of the science laboratory the pupil is faced with no challenging problem. He knows the outcome of the experiment before he begins. No initiative or originality is required to follow the given directions which more resemble a cake recipe. To quote Dr. George W. Hunter,⁹ "The work is too formalized, too cut and dried. Laboratory manuals ask too many questions on detail and do not place enough stress on the bigger values which are sought." Many of the exercises call for tests and measurements without reference to problematic objective.

The Problem of Apparatus

Along with the dull and cumbersome manual for the use of the laboratory there developed equally complex and cumbersome apparatus. The delicacy and expense of elaborate apparatus makes it necessary that the instructor and the manual give further detailed directions to prevent breakage and loss of materials. Children instead of becoming careful of equipment often become fearful of handling the apparatus because of the dire results that might follow an accident. The small high school often had to face the perplexing problem of using texts and manuals that specified equipment which they were financially unable to procure.

Though it has ceased to prove profitable to supply such elaborate apparatus as was called for by some early manuals, an analysis of the equipment recommended for the teaching of general science and biology in eight different state school systems reveals some interesting facts. Some of the results are shown in Table 1. The equipment for teaching general science and biology, as recommended by the state boards or state departments of education of the eight states, is compared on the basis of cost of the recommended apparatus as listed in the latest catalog of the Central Scientific Company.

The expenditures shown in Table 1 are based on equipment provisions based on a class of from 12 to 24 pupils. There is evidently a wide range of opinion as to the desirability of individual laboratory work and as to the amount of equipment needed to teach general science and biology. Only three systems recommend individual laboratory

TABLE 1.⁹ Cost of Laboratory Equipment Recommended by Eight State Systems

State	Cost for General Science		Cost for Biology	
	Individual Apparatus	General Apparatus	Individual Apparatus	General Apparatus
Minnesota	\$82.12	\$352.19	\$66.97	\$322.64
Oklahoma	.....	202.65	.....	155.72
Kansas	.....	180.28	60.36	138.84
Kentucky	.....	170.49	15.36	101.56
Iowa	.....	164.34	69.38	136.60
West Virginia	.....	136.50	33.16	257.46
Illinois	59.76	100.63	32.84	246.34
Alabama	64.87	73.39	51.52	138.86

work in general science but Oklahoma is the only one that does not specify individual apparatus in biology. While Alabama is among the lowest in the expenditures for general apparatus it is very high in the group that proposes a relatively large expenditure for individual materials. In "Bulletin A-4," issued by the State Department of Education in 1936, Minnesota's state department of education does not insist on student experiments in general science, for approval, but such procedure is strongly recommended. The Kentucky *Manual of Organization and Administration for High Schools*¹⁰ wisely advises that "if more than one science is taught it is not necessary to duplicate any of the items which are available for any of the other sciences, other than duplications for individual or group experiment."

Table 2 shows the results of a study made

⁹Abstracts from the various state bulletins and high school standards furnished through the courtesy of the Central Scientific Company of Chicago, Ill.

¹⁰*Manual of Organization and Administration for High Schools*, p. 119. State Department of Education, Frankfort, Ky.

of the number of pieces of apparatus, together with their cost, as specified in 12 leading textbooks in general science. These 12 books all range in dates of publication from 1928 to 1938, thus covering the past decade.

TABLE 2.¹¹ Comparison of Apparatus Specified in Twelve Texts in General Science

Text	No. of Pieces of Apparatus		Cost
No. 1	155		\$191.48
No. 2	144		180.86
No. 3	128		128.43
No. 4	122		112.95
No. 5	121		132.11
No. 6	102		86.00
No. 7	98		100.38
No. 8	87		44.56
No. 9	82		54.78
No. 10	62		72.47
No. 11	60		99.61
No. 12	57		50.38

It will be seen from Table 2 that the cost of equipment increases generally as the amount of equipment increases. The book calling for the least apparatus and the text calling for the most equipment were published within a few months of each other. Text No. 8 specifies the least expensive equipment but there are four other textbooks in the list that call for less equipment. Are these other four getting the most for their money? Why does such a wide variation manifest itself in the opinions of experts upon the same subject? These are just a few of the questions that point the need for further controlled experimentation in education before the question of the laboratory can ever hope to be settled.

¹¹Data gathered from pamphlet GS2, "Laboratory and Demonstration Equipment for General Science," Central Scientific Company, Chicago.

(To be concluded)

"Deposed" Popes?

Rev. Francis S. Betten, S.J.

OUR history books tell us that on a number of occasions popes were deposed and successors elected in their place. Such statements go counter to the respect which we entertain toward the representative of Christ, whom we look upon as the foundation stone of God's kingdom on earth. Upon closer examination, however, the matter does not appear so completely abnormal as it seems at superficial sight. It is, therefore, worth our while to subject at least one such case to a more accurate scrutiny.

Above all, we must hold that no real pope can be deposed; i.e., deprived of his office, privileges, and powers by any authority on earth, secular or spiritual. Whatever is done to him under the term of deposing him is null and void and leaves him fully in the possession of all the rights which once for all times God has connected with the papacy. No king or emperor or republican assembly or president can deprive him of these rights.

No more can a general council do so, let alone a provincial or local assembly. This position of the sovereign pontiff is commonly expressed by saying that the pope cannot be judged by anyone.

Nor is this position of the supreme head of the Church so singular as it might seem. People think that in our own country the supreme ruler can be brought to trial and if he is found guilty, sentenced to some penalty. The House of Representatives can impeach, that is, accuse him, and the Senate will try him. This is indeed so. However, in such a case and in matters referring to it the president is no longer supreme, but subject to the senate. The senate holds the supreme power for the duration of this case. If in judging the president, the senate makes a serious mistake, for instance, by rendering an evidently unjust verdict, there is no redress. The senate can be judged and taken to task by nobody, unless we wish to consider the next election

⁹George W. Hunter, *Teaching Science*, p. 173 (Chicago: American Book Company, 1934).

as a court proceeding, in which the people themselves will by their votes pass judgment on the senators. This, however, would only push the question back to another stage, because who would judge the electors if they themselves were to make a serious mistake? The fact, therefore, that the supreme head of the Church cannot be judged—and punished—by any members of the Church or any assembly of members is not so abnormal as it might appear to the superficial beholder.

Keeping these remarks in mind it will be instructive to rehearse and consider the events which took place in Rome during the years of 960 to 964. The pope of this time was John XII. He was the son of Alberic, who had dominated Rome and the papal possessions as if he were the rightful secular owner. When elected, John XII, originally named Octavianus, was a youth of 18 years. Though not without some sparks of real piety he showed active interest only for secular affairs and the vices of youth. He is rightly counted among the very few "bad popes." But he had been validly elected and was no doubt the *rightful real pope*.

At this period there was in northern Italy a kingdom under a king named Berengar, the realm being referred to as the Lombard Kingdom. Like the old kingdom of the same name and in the same place at the time of Pipin the Short, this kingdom, too, caused endless troubles both to the pope and to numerous minor Italian principalities. And, as in the days of Pipin, the Pope looked to a mighty ruler north of the Alps for assistance. This ruler was Otto I, the Great, King of Germany. Negotiations between Pope John XII and Otto resulted in the Pope's promise to crown Otto Roman Emperor if he would come to the aid of the harassed sovereign pontiff. Otto with his mighty army chased Berengar out of the field and was, in A.D. 962, duly crowned emperor by Pope John XII. Pope and emperor swore to each other an oath of mutual fidelity (not obedience). Otto did not fail to make strong representation to the young pope to induce him to amend his life, and they parted with all the marks of trust and genuine friendship. (We do not enter here upon an appreciation of this important coronation, but direct all our attention to the relations between pope and emperor.)

Rumors that his admonitions had no effect on the conduct of the pope were little credited by the emperor. But the sudden news, that the pope had admitted Berengar, his own and the emperor's archenemy, into the city, struck him like a thunderbolt. Soon he approached Rome with a formidable army. John XII with his adherents and Berengar fled to safe places. The emperor at once summoned a "council" to meet in the church of St. Peter under his own presidency. A number of archbishops and a long list of bishops and other ecclesiastics assembled. John XII was accused of many crimes, some of which were evidently fictitious, and summoned to appear at another "council" to answer to these charges. When he took no notice of the summons, the "council," again with the emperor presiding, declared him deposed from the papal dignity. In this very session the council

petitioned the emperor to sanction the election of a successor. The man they proposed was a high officer in the papal administration, a layman, though of reproachless life. He hurriedly received the lower Orders, was ordained priest and consecrated bishop, all in the course of two days, and assumed the name of Leo VIII.

There can be no question that John XII was still the real pope. No council can depose a pope, least of all such a council as that which declared him deposed. This anomalous gathering was neither called nor presided over by men in ecclesiastical authority and therefore had no official Catholic standing at all. John XII's scandalous life, even if not so bad as is commonly represented, indeed rendered him unworthy of his exalted position, but it could not deprive him of the powers he possessed in consequence of his valid election. That "council" had no jurisdiction at all. Through the assistance of the emperor it had a merely physical power over him and could prevent him from actually using his spiritual power.

It follows that Leo VIII, though morally so much better than John XII, was no pope, but simply an antipope with no papal power whatever, though through the emperor's support he could by physical force bring about the execution of his mandates. It is quite possible that Leo VIII was of good faith. He, the layman, was told by the electing bishops and other ecclesiastics, that his election was correct, and it would not be surprising that he believed it, seeing that so great an assembly of the highest ecclesiastics unanimously assured him so. The fact that he received the various Holy Orders without the observation of the "intervals" prescribed by Canon Law was indeed a serious blunder, but this alone would not have rendered his election invalid. On the other side, the sins of John XII did not deprive him of his powers as little as any priest or bishop would be deprived by moral transgression of the jurisdiction he possesses. If that were the case we ourselves would be obliged first to examine the conscience of the priest to whom we wish to go to confession.

KNOCKING AT GOD'S DOOR

Two youngsters are discovered by Father William Booth at his mission chapel in Korea:

One morning as I was entering the church to say my Office, I heard a scurry in the direction of the sanctuary. At first I saw no one, but to my surprise noticed an empty chair placed in front of the altar. Then I spied them—two 10-year-olds, one Kim Maria by name, hanging her head in guilty fashion.

"Maria, what were you doing?"

No answer; I repeated the question.

Slowly she raised her head: "I was knocking on the little door."

"Why?"

"Sister said that if we knocked at the tabernacle door, Jesus would hear our prayers, and I was asking Him to convert my father."—Maryknoll Junior.

With John XII expelled and with the anti-pope Leo VIII a just, kind, and otherwise conscientious man in the papal chair, Otto I, thinking everything well arranged, sent the greater part of his army away and left Rome. But John XII, who had remained in the neighborhood, succeeded in rousing a strong party against Leo VIII, drove him from the city and reoccupied the throne again. However, after three months, death cut short his triumph. The Romans at once proceeded to a new truly canonical election and raised a man who possessed all the great qualities of a good pope, and who assumed the name of Benedict V. Benedict V therefore was a true pope, the rightful successor of John XII. But the emperor did not give up "his" pope, Leo VIII. He brought him back to Rome and declared Benedict V a usurper. This "deposition," of course, did not mean more than that Benedict was physically prevented from actual use of the papal power which could not be taken from him. The emperor banished him to Germany and entrusted him to the custody of the Archbishop of Hamburg. The archbishop, who soon recognized his sanctity and other excellent qualities, treated him with great honor to his death in 966. As Leo VIII died about the same time, a true canonical election put on the throne a legitimate successor, Pope John XIII.

In judging Otto I, the Great, it must not be forgotten that he was on the whole animated by a sincere desire for the welfare of the Church in and out of his kingdom, and that he must have felt just on that account the provocation of John XII only the more keenly. He was, besides, a secular ruler and successful warrior much more than a theologian. The blame for his unjustifiable action probably falls with greater weight upon the ecclesiastics in his entourage, though these also must have felt the provocation inflicted on their secular chief. Otto the Great's principal merit is the vigorous defense of western Europe against the peoples of the east who at that time were still fierce, uncivilized pagans, and his well-calculated efforts for their conversion.

Otto belonged to a family of saints. His mother was St. Mathilda. He was married first to St. Adelheid, and after her death to St. Edith. His brother was St. Bruno, archbishop of Cologne. Emperor St. Henry II was his grandson. St. Henry was married to St. Kunegunda. By his sister, Gisela, Henry became the brother-in-law of St. Stephan, King and Apostle of Hungary.

See "How Many Bad Popes?" article in *Catholic Mind*, Vol. XXXV (1937), pp. 499-506.

On the troubles in Rome, see Mann, *Lives of the Popes*, Vol. IV, pp. 241-281.

As a *postscriptum* it might be stated expressly, that a pope, as it were, can depose himself; that is, he can abdicate, and that his abdication to be valid does not need the consent of anybody. This step has really been taken by several popes. Moreover, an ecclesiastic who calls himself the pope when his claims are doubtful does not possess the rights or the inviolability of an undoubtedly legitimate head of the Church.

Practical Aids for the Teacher

Dictation and Transcription

Sister M. Coleta, O.P.

When You Take Dictation

1. *Be prepared for your dictation.* Do not keep your dictator waiting. Have your notebook open and ready to write. Also, have several well-sharpened pencils at hand, or a fountain pen, filled with ink.

2. *Date your notebook,* and mark your dictation a.m. or p.m. to help you find your notes in case you wish to refer to them.

3. *Do not watch your dictator during pauses in the dictation.* It is most annoying to him. Keep your eyes on your notebook. During the pauses, read over your notes, making any necessary improvements in the proportion of your strokes, or inserting any punctuation that will be required in the transcript. Watching your dictator is one of the crudest of blunders.

4. *Do not make any unnecessary movements during the dictation,* such as fidgeting in your chair, tapping the pencil on the desk, or arranging your hair. All these motions tend to distract the dictator's attention.

5. *If dictation is interrupted, volunteer the last sentence dictated.* That is, if the telephone rings and the dictator answers, when he is ready to continue, your procedure should be something like this: "Your last sentence was, 'We cannot understand why you take this attitude.'" Many times the interruption will come in the middle of the sentence, in which case you should read up to that point.

6. *Do not interrupt your dictator.* The average dictator objects to being interrupted during the dictation, as it breaks his chain of thought. However, if the dictation is so fast that you are not getting it, by all means interrupt. In many cases, failure to get dictation is merely a question of not understanding some word—maybe a proper name. Circle that particular place in your notes, so that you can find it quickly as soon as the dictator finishes.

7. *Whenever in doubt—ask! Do not guess!* This is especially important in sums of money and in proper names that may be spelled in more than one way:

Cramer Catherine Browne Braun Pearce
Kramer Kathryn Brown Pierce Peirce
Mc Donald Spalding
Mac Donald Spaulding

8. *Place both hands on the notebook.* Do not retard your speed by leaning on one hand and taking dictation with the other. Steady your book with your left hand, and let the right hand do the writing, or vice versa, if you are left-handed. As you near the bottom of the page, place your thumb under the page, so that you will be ready to turn the sheet quickly.

When You Transcribe

1. *Do not draft your letters.* After you have finished taking dictation, transcribe di-

rectly to the letterhead. Do not begin by typing your notes on a plain sheet of paper and then copy on the letterhead. You will not have time to do this in an office. Besides, you are taking twice the amount of your employer's time that you should.

2. *Judge your writing space.* From the beginning, observe the amount of writing space

required for letters of different lengths. This will assist you in planning your margins.

3. *Cross out letters that have been transcribed.* This is especially important when you have several letters to transcribe. Draw lines through the shorthand notes as soon as you have finished transcribing them.

4. *Note special instructions.* If more than one carbon copy of a letter is to be made, make a conspicuous notation to that effect at the top of your notes. Also, a dictator sometimes may ask that a particular letter be transcribed before the others.

Tests and Reviews in Sociology

Sister M. Loyola, O.S.M.

(Continued from the June issue)

Chapter 10

1. Since man has a natural right to own property, he suffers an actual injustice if he doesn't possess goods. *False.*

2. Man's right to property must be made definite by purchase, inheritance, or acquisition. *True.*

3. The state has a right to purchase property even though the owner doesn't wish to sell it, if the general good requires it. *True.*

4. Wealth is any thing or service which has value in use. *True.*

5. Collectivism is a term applied to those who favor private ownership of property. *False.*

6. Socialists or Communists are Collectivists. *True.*

7. Collectivists would permit private ownership of consumptive property. *True.*

8. Goods which are used for production of other goods are called capital goods or productive property. *True.*

9. The state has sufficient funds to purchase all the productive property in existence. *False.*

10. The fundamental error in all theories of Socialists and Communists lies in the denial of man's natural right to private ownership of productive property. *True.*

11. Confiscation of private property by the state would inflict an injustice on owners of property. *True.*

12. Pope Pius X wrote the Encyclical entitled *Rerum Novarum*. *False.*

13. In the Reconstruction encyclical Pope Pius XI advocates that all workers should belong to trade-unions, employers to employers' associations. *True.*

14. Since nearly all men belong to the occupational group and since it needs reconstruction, all citizens must do what they can to remedy the present evils. *True.*

15. All should study the labor problem, work for the betterment of the world, and promote good social legislation. *True.*

16. Our Holy Father favors having the state take charge of all business instead of leaving it to the group of workers and employers. *False.*

EDITOR'S NOTE. These statements in the form of true-false tests are based upon the chapters in "Rudiments of Sociology" by Eva J. Ross. The correct answer is given after each statement. Used with the answers, the statements will serve admirably as a review or outline of sociology. Without the answers, they supply excellent material for tests or examinations.

17. Our Holy Father would have national conferences of employers, workers, capitalists, consumers, and representatives of government. *True.*

18. Collectivists presuppose in man an urge to work which will be sufficient incentive even when he has been deprived of his natural right to acquire personal property. *True.*

19. Nature intended that strict equality prevail in the distribution of this world's goods. *False.*

20. By occupancy is meant settling on land which belonged to no definite person and thus taking possession of it. *True.*

Chapter 11

1. The state is a harmonious cooperation of individuals and families within definite territorial divisions, fixed by natural boundaries, by custom, or by conquest. *True.*

2. Nationality or civil society has existed from the earliest times, and patriotism, the true and genuine love of a man for the country of his birth, is a highly desirable trait and should not be abolished by a world state. *True.*

3. Each state is self-sufficient; that is, it is capable of providing for its own needs. *False.*

4. Each nation has its own individual quota to contribute to the common needs of man and any nation which refuses this cooperation is blameworthy. *True.*

5. Patriotism is a noble virtue but excessive patriotism called jingoism and chauvinism leads to ill feeling and wars. *True.*

6. The League of Nations aimed at avoiding warfare by drawing up a code of international law and by the establishment of the World Court for the settlement of disputes by arbitration. *True.*

7. The size of nations' armaments has no effect upon world peace. *False.*

8. Excessive nationalism is undesirable because nations are interdependent. *True.*

9. International society means a friendly federation of the nations of the world, each maintaining its entity but each working not only for its own good but also for the good of others. *True.*

10. The materialistic doctrine which sets excessive store on worldly gains and riches tends to decrease the economic cause of war. *False.*

11. Each state is but one of many, and none are self-sufficing. The higher the civilization, the greater the number of needs and the more do men within the state depend upon the products of the other states. *True.*

12. Cosmopolitanism or the fusing of the interests of all nations in the world is a natural thing and greatly to be desired. *False.*

13. God intended all men to be united in brotherhood and mutual understanding in the Mystical body of Christ which is the Church. *True.*

14. Belief in a mistaken philosophy that the state is an end in itself and is free from the moral law is one of the causes of war. *True.*

15. A period of prosperity usually follows a war. *False.*

16. A war is just only in certain restricted circumstances. *True.*

17. At the termination of a war, the victor may exact compensation for losses he has unjustly suffered, but he should be moderate in the prosecution of his rights. *True.*

18. The Christ of the Andes, the bronze statue more than twice life size, stands between Brazil and Uruguay. *False.*

19. The victor in war may not aim at destroying the opposing nation and he may take punitive measures to subjugate the enemy only in so far as they are necessary to prevent future assault. *True.*

20. The oneness of the human race, and the obligation of nations as well as individuals to abide by the one moral law shows man's aptitude for and need of international society. *True.*

Chapter 12

1. Among the natural rights which man holds in common with all other men are the rights to life, to truth, to live socially, and to perform his duties to his Creator. *True.*

2. Man needs not only a secular, technical, and moral education which will fit him for life here below, but also a religious education which will direct him to his supernatural end. *True.*

3. Modern psychologists insist that the first five years of a child's life are the most important from the educational viewpoint. *True.*

4. The state is the divinely appointed educator and has a duty and a right as regards education. *False.*

5. In a democracy where each person has a vote, it is important that all should be given an education to enable them to vote intelligently. *True.*

6. The state exists for the common good of its citizens, and has the duty to protect its members and provide whatever they cannot provide sufficiently by their own individual effort. *True.*

7. Since man has such a fundamental need of education, and comes under the influence of the school at an early age, the groups which supply this want rank next in importance to the primary societies. *True.*

8. The educational facilities provided by the Church are financed by Taxation. *False.*

9. The Federal Government supports education by laws against the transmission of immoral literature and plays through the mails; by publications; and by financial aid to those states which help to support high schools giving vocational courses. *True.*

10. In its educational program, the state must supply merely a minimum education for the ordinary citizens. *False.*

11. There is an extensive system of free education in the United States. *True.*

12. If the members of a state provide an adequate system of education of their own initiative, which satisfies the requirements of the state, then the state should in no wise interfere. *True.*

13. Although it is important that there should be as many educated citizens as possible in a state, only a minimum education need be supplied free of charge to all. *True.*

14. Textbooks are usually provided to Catholic schools by the public authorities. *False.*

15. There is an admirable Catholic educa-

tional system in the United States, entirely supported by voluntary contributions. *True.*

16. A good character is formed by long-established habits of virtue, based on high principles, noble ideals, and well-trained strength of will. *True.*

17. The child has a natural right to a complete education, that is, one that gives him right principles and habits, and also positive moral and religious instructions and environmental influences. *True.*

18. The Smith-Hughes Vocational Act of 1916 gave financial aid to those parishes which supported high schools giving vocational courses. *False.*

19. Educational society is next in importance to the five primary societies. *True.*

20. Only where parents are morally or mentally incapable of educating their children and no other persons provide what is lacking, must the state take complete charge of their nonreligious education. *True.*

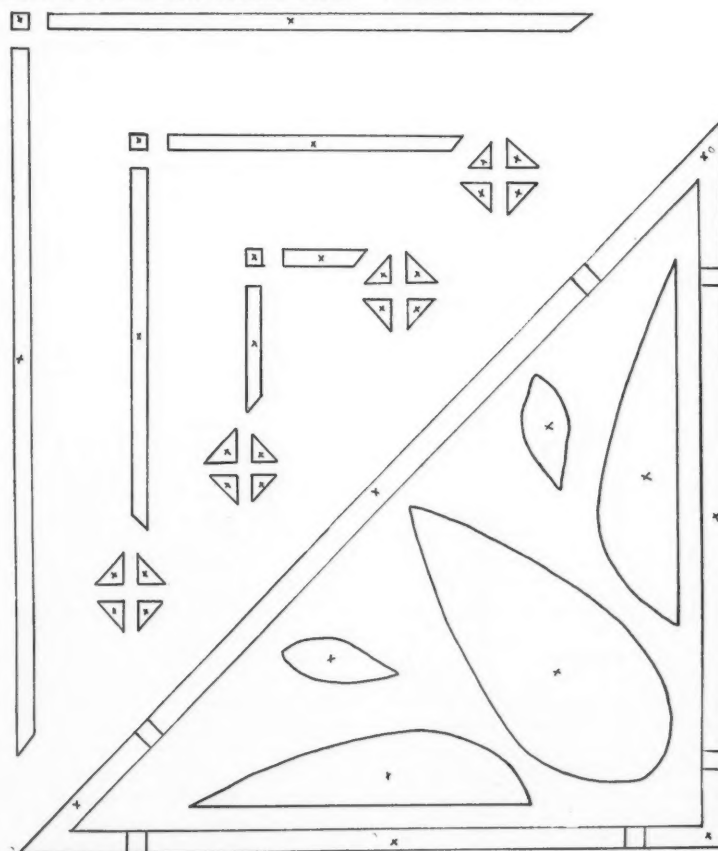
Chapter 13

1. It is essential that the family's physical surroundings should be desirable if the life of the nation is not to suffer. *True.*

2. The housing question and the home question are synonymous. *False.*

3. The cost to the state for the upkeep of hospitals, prisons, reformatories, and the relief of the poor, in consequence of bad housing is appalling. *True.*

4. The introduction of the factory system was one of the earliest causes of bad housing conditions. *True.*



Two Designs for Booklet Covers.

— Sister Alphonsus Marie, S.S.J.

5. Houses or homes in the country always have minimum housing accommodations. *False.*

6. The greed of landlords is one of the causes of bad housing. *True.*

7. Town planning and zoning would eliminate bad housing to some extent. *True.*

8. Social settlements do the same work wherever they are located. *False.*

9. The most important function of the social settlement is club work—a home where the poor of the district may meet for recreation. *True.*

10. Where overcrowding in an area is beyond improvement, the authorities might plan to help families from such areas to settle in the suburbs or in rural districts elsewhere. *True.*

11. There still exist in all civilized countries thousands of poor families who live under dreadful housing conditions. *True.*

12. Only those who live in slum areas need provision for recreation outside the home. *False.*

13. The poor, who are most in need of recreation and refreshment, have least oppor-

tunities of employing their leisure time well. *True.*

14. Statistics have proved that much juvenile delinquency and adult crime have been caused by lack of adequate recreational facilities. *True.*

15. A social settlement is a group of people with cultural and social advantages, who settle in a poor neighborhood for the purpose of sharing their advantages with the people of the district. *True.*

16. The social workers who form social settlements regard their work among the poor as works of charity. *False.*

17. Next to the family, the most important agency which should furnish recreational facilities is the Church. *True.*

18. The home is the most important recreational center. *True.*

19. Supervised play for children and adolescents is essential, and this should be provided by the school and other agencies. *True.*

20. The absence of improved housing legislation, a cause of bad housing, is chiefly due to the indifference of the voting public. *True.*

Creative Writing for Learning

Sister Mary Luke, S.N.D.

(Concluded from the June issue)

Perhaps most teachers have tried to develop the imagination of their students by having them create similes and metaphors which are the roots of imaginative writing. This becomes a fascinating game and helps the students appreciate good writing when they see it. Selection No. 29 gives some of the interesting figures created by students.

Another procedure which teachers have used to train students in creative expression is to make them conscious of hackneyed phrases. Giving the class worn-out phrases and asking them to write new, vivid ones has been found a profitable assignment. Students find this great sport once they get into the swing of it. Selection No. 30 gives some of the results of this type of assignment. Some classes have made lists of the unusual expressions they meet in their study of literature.

The development of a vocabulary, rich in powerful verbs, colorful nouns, and picturesque adjectives, is the dream every teacher of creative writing has for her students. It has been found interesting and worth while to give the students a clipped sentence such as, "She said she would not go," and let them see the change that can be wrought in it by the use of expressive words. Selection No. 31 illustrates such an assignment. Of course, there are hundreds of other ways to increase the vocabulary of students.

Students who want to write short stories have been trained by understanding teachers to observe people, take note of mannerisms, listen for typical expressions, and be on the watch for the unusual character. Such observations have awakened students to the fact that they rub elbows every day with a wealth of story material. They have found it an intriguing exercise to write one-sentence

EDITOR'S NOTE. This is the fourth and last installment of an outstanding paper read at the Central Regional Convention of the National Catholic Educational Association, held in Chicago, Ill., April 2, 1940. The original descriptive title of the paper was: *Creative Writing in Relation to Other Phases of the High School Curriculum*. All the samples of students' work were written by students of Notre Dame Academy, Cleveland, Ohio. For preceding installments of this study see "The Catholic School Journal" for: Sept., 1940, p. 236; Dec., 1940, p. 351; June, 1941, p. 206.

characterizations that flash a complete picture of the personality before the mind. Selection No. 32 gives one student's attempt at such an experiment.

These little exercises are just a hint of the things that teachers have been doing to train students to write creatively. The few books which I have listed at the end of the mimeographed booklet suggest many other interesting and worth-while devices.

In this paper I have attempted to point out that creative writing has definite values as an educational factor and that its use in the curriculum and extracurriculum puts upon English teachers a positive obligation to give students training in the techniques of creative expression. There is one final thought, however, that I wish to leave with you.

As educators we owe our students the best training we can give them. We owe it especially to that group of highly gifted students whom Dr. Johnson calls "our richest national resource."⁴ But as Catholics and educators,

we have an additional obligation to train boys and girls to become the bulwark of Catholicism. And what the Church needs today is a group of energetic, intelligent, outstanding literary leaders. The hierarchy place their hopes for the future of the Church in a strong Catholic Press, in men and women of letters who will not only defend the Church but will also show forth its beauty and truth. But where are those writers?

American Catholics can point to only a handful of outstanding writers. And what do we find abroad? Francis J. Sheed, the well-known English apologist, stated some facts recently that make us pause and reflect. Lecturing at Notre Dame College, South Euclid, Ohio, on "The Catholic Intellectual Revival," Mr. Sheed called attention to the fact that the great Catholic writers of the day are all mature men and women and that there is no indication of a crop of young writers to take their places. Unless the Catholic world produces young writers, said Mr. Sheed, the Catholic Renaissance, of which we have been justly enthusiastically proud, is doomed.

But that must not happen. Catholic educators must not let it happen. We have the students—thousands of them! We have the ambition—ambition that is born of the glory of God! And we have qualified teachers—teachers who combine in their methods the best of secular education with the indomitable courage of religious conviction. What more is needed?

Selection No. 29:

Figures of Speech

The wind in the trees is like the gentle messenger of Mother Nature whispering the latest morsels of gossip to the eager twigs and leaves.

The flight of the swallows is like the *finis* at the end of summer's glowing book.

Confidence in a friend is like a firm bridge over a tumultuous river.

White caps in the water are the shimmering jewels caught in the hair of Neptune's daughters. Ocean waves are fluffy little sheep attempting to jump.

A birch tree bent by the wind is like a sword of very fine flexible steel displayed by an able fencer.

Receiving letters is as breath taking as the first plunge into cool, refreshing water.

Selection No. 30:

Trite Phrases Made Over

Pale as a ghost: pale as a winter moon peeking through fog.

Proud as a peacock: proud as an old mansion among small modern homes.

Flat as a pancake: flat as a person's feelings after a humiliation.

Neat as a pin: neat as a freshman for the first six weeks of school.

Meek as a lamb: meek as a new teacher. Black as night: black as a convict's future.

Sour as a lemon: sour as a man making out his income-tax report.

Pure as a lily: pure as the laughing eyes of a baby; pure as a raindrop.

Pretty as a picture: lovely as a bird's song.

Selection No. 31:

Expressive Verbs

Versions of the sentence: She said she would not go.

Embarrassed and shy, the blushing girl ducked her head and stammered, "Thank you, I'd rather not go."

⁴Johnson, Dr. George, "The Problems of Catholic Secondary Education," *Catholic Action*, September, 1939, pp. 9-11.

"No!" the indignant young lady snapped, "I do not care for your charming company."

The half-crazed girl screamed in a shrill, hysterical cry that she would not go into the mad scientists' laboratory.

The impertinent lass, with her head high in the air, saucily stated that she would not attend the concert.

Patricia Brenton rose calmly and answered in the cold, steady voice that had marked the Brenton family for years, "Our intentions seem to differ on one vital point—I refuse to leave."

Flinging the emerald necklace to the floor, Sandra Lemont flamed in mingled anger and humiliation, "Keep your jewels! I would not leave under any circumstances, least of all under those of bribery!"

Selection No. 32:

Bridget O'Toole: Her eyes were like translucent curtains with lights humed behind them.

Curtis Reginald Lee: He is a boxer whose mother read a novel.

Gerry FitzGerald: A playboy with patent-leather hair.

Prudence Curtiss: She's engaged to a parson. Madelyne Bonceur: She is an elfin thing with hair like the turbulent waters of a troubled tarn.

Mrs. Clarence Percy Jennings, Jr.: She reminded one of Titania of married Bottom.

—Dorotheo Wagstrom (10)

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In Christ's School Today

Sister M. Fidelis, S.S.N.D.

Christ's school continues today. Christ is with us today. He is nearer to us and we may call Him our own Teacher and Friend in a much more intimate sense than could those who surrounded Him in Judea. Had you lived then you might not always have been sure of a personal interview with Him. The crowds might have prevented your getting near Him. Now we know that we have but to enter a Catholic church or chapel to talk to Him and let Him talk to us. The Gospel message was not given solely for those who heard Christ: It was and is Christ's message to each one of us personally.

Find what Christ says to you on:

1. Penance, Matt. 4:17.
2. His promise to you if you follow Him, Matt. 4:19.
3. On being kind and gentle, Matt. 5:4.
4. On forgiving those who have offended you, Matt. 5:7.
5. On being clean of speech, clean of body, clean of soul, Matt. 5:8.
6. On settling disputes, Matt. 5:9.
7. On giving good example, Matt. 5:16.
8. Your reward if you induce others to do good, Matt. 5:16.
9. On not giving way to anger, Matt. 5:22.
10. On forgiving your enemies, Matt. 5:23.
11. How to treat those who hate you, Matt. 5:44.
12. On not letting the world in general know how good you are, Matt. 6.
13. On how not to pray, Matt. 6:5.
14. On how to pray and what to say, Matt. 6:6-14.
15. On cheerfulness in practicing religion, Matt. 6:17.
16. That you cannot be a good Catholic and make money the goal of your ambitions, Matt. 6:24.
17. Why we should not worry about the clothes we are to wear, nor about the next meal, Matt. 6:25.
18. On how to be perfectly sure that we will always have enough to eat and to wear, Matt. 6:33.

19. A sure cure for worries, Matt. 6:34; 10:30.
20. On how we can make sure now that God will judge us leniently, Matt. 7:1-2.
21. How to get what we want, Matt. 7:7-8.
22. The folly of doing as others do, Matt. 7:13.
23. How to distinguish from a good and a bad companion, Matt. 6:16.
24. That we must do more than say prayers to get to heaven, Matt. 7:21.
25. The criterion by which to know the wise man, Matt. 7:24.
26. Our sinfulness should not prevent us from drawing near to God, Matt. 9:13; 10:6; 18:11.
27. Things do not always run smoothly for the good, Matt. 11:38.
28. Hospitality and little acts of kindness are great in God's eyes, Matt. 11:42.
29. Where to go for comfort and consolation when things go wrong, Matt. 11:28.
30. How to become an immediate relative of our Lord, Matt. 12:50.
31. How our desire to shine is to be realized, Matt. 13:43.
32. That cleanness of heart is far more important than cleanness of body, Matt. 15:19-20.
33. How to be able to do big things, Matt. 17:19.

My Soul is a Garden

Frances Knightley*

Soul — garden.
Myself — gardener.
Guardian angel — assistant gardener.
God — owner of garden.
Satan — competitor of my garden's owner.
Virtues — flowers.
Love — rose.
Humility — violet.
Purity — lily.
Habits — bushes.
Results of habits — buds on bushes.

*Freshman, Cathedral High School, Wichita, Kans.

34. How to be among the elite, Matt. 18:4; 20:26-27; 23:11.
35. How to settle quarrels, Matt. 18:15.
36. How to insure the companionship of Jesus, Matt. 18:20.
37. How long we are to be patient with others, Matt. 18:21.
38. What awaits us if we do not forgive and forget, Matt. 18:21.
39. Divorce is wrong, Matt. 19:6.
40. A simple rule for becoming perfect, Matt. 19:21.
41. Why we should not envy the millionaire, Matt. 19:23-24.
42. How we can give personal service to our Lord, Matt. 25:40.

With our Lord's school as his model, St. Paul established schools in the several countries which he visited. The outline for his system of education he has left to us in his Epistles, just as the same school as outlined by our Lord has been left to us in the Gospels.

Aim: Be ye followers of me as I am of Christ. (Find the exact citation and from where taken.)

Principal of the school: St. Paul himself. Find his qualifications as he gives them in his second letter to the Corinthians.

Student body: Rom. 1:6; 6:3-11. I Tim. 1:15-16; 2:4.

Faculty: Rom. 1:5. I Cor. 1:2-8; 4:4; 15:10. Gal. 1:19; 2:20. II Tim. 1:11-12. I Tim. III, 3:1-3. I Cor. 1:21-22; 4:17; 16:10-12. Eph. 4:11-12. Titus 1:6-8. Phil. 1:17.

Advance notice of Principal's visits: Rom. 1:10-15; 15:23-25. I Cor. 4:19-21; 16:5-7. Phil. 2:19-20.

Method: Rom. 10:17. I Cor. 9:19-23; 15:31. II Cor. 4:17. Phil. 2:5-9; 4:13. Heb. 10:38.

Discipline: II Cor. 7:8, 9, 12. Gal. 4:18-20; 6:1-2. Eph. 4:26-32; 6:1-2. Phil. 3:18-25. II Thess. 3:14-15.

School seal: Col. 3:14. Heb. 11:16.

School song: Rom. 8:35-39; 11:36. Phil. 4:4-8.

School spirit: Rom. 11:13-14. I Cor. 10:31. II Cor. 3:17; 8:24. Phil. 1:21.

Requirements for graduation: Rom. 2:6-16; 8:11, 17-18. I Cor. 3:18; 13. II Tim. 3:12.

Commencement: I Cor. 15:51-55. II Tim. 4:8. Heb. 10:37.

Good deed — single flower.

Sins — weeds.

Examination of conscience — trip of inspection for weeds.

Confession — pulling out and killing of weeds.

Prayer — fertilizer.

Sanctifying grace — sun.

Self-denial — rain.

Religious articles — garden tools.

Life — working hours.

Heaven — wage.

GOOD NEIGHBORS

A Unit on Latin America

Epsy Colling

Put yourself into the spirit of the thing by actually making plans for an extended tour of Latin America.

Maybe you will make the trip sometime; but, whether you do or not, you will find yourself drawn inevitably into sympathy with those hitherto little known Latin, Catholic people below the Rio Grande, and you will come to feel that they actually are good neighbors.

As a result you will impart that feeling of friendliness to your pupils and so do your part toward drawing the Americas closer together.

Write your faraway letters first. If you know somebody in the West Indies or Central America or the ABC countries, that's fortunate. If you don't, try the American consular service. Pick out a dozen representative ports, address your letters simply to American Consul with the name of the city. Ask the gentleman will he kindly pass your letter on to a travel agency or other local firm which sends out illustrated travel or other descriptive literature which will give the prospective visitor an idea of what that particular part of the world is like.

A three-cent stamp will take a letter anywhere in this hemisphere.

If you don't have a local travel agent, drop post cards to the large steamship companies requesting travel folders. Ask specifically for rates and mention what countries you want to visit. Your pupils will be interested in how much a trip to the good-neighbor countries would cost; and you can make up quite entrancing arithmetic problems about an imaginary tour of the western hemisphere. A *World Almanac* or other book with tables of currency units will help you change dollars to pesos, milreis, colons, bolivars, and the like.

These companies can all be reached by writing the magic words New York City under their names:

1. United Fruit Co., for material on Central America. They are the folk who have all the banana boats and whose ships are known in the Caribbean as the great white fleet.

2. Cunard-White Star Line, for the West Indies.

3. The following for South American tours: Furness-Prince Line, Munson Lines, Pan-American Airways.

For material on Mexico write National Railways of Mexico, 201-B North Wells Bldg., Chicago, Ill., and Treviño-Gomez Press Bureau, Apartado 703, Monterrey, Mex. Write in English.

When you have garnered in what free material you can, look over your budget. The authorities who are so often passing down the word that teachers arrange for a great deal more time to be spent on our good neighbors to the south and comparatively little on the geographic mess that is now Europe, should have provided you with a certain amount of supplementary reading material. If they

haven't, write to the Pan-American Union, Washington, D. C., for a list of their five-cent illustrated booklets.

You can order one of a kind or one apiece for your class according to your needs, buying those which cover material not mentioned in your travel folders.

Big Books

Begin your good-neighbor project by letting your art or handicraft groups construct some big books in which to mount your pictures and captions homogeneously, together with other materials that will, inevitably, come in, once the children grow interested. From heavy brown wrapping paper cut pages about 14 by 18 inches and make sturdy covers either of plywood or corrugated cardboard. The latter aren't quite so tough as the wooden boards, but cost nothing as they can be made of clean packing boxes from the local stores. Bind cardboard covers with paper tape to protect the edges and paint them with left-over enamels or scraps of floor paint the children can pick up at home.

Painted block letters are best for covers, and leather shoelaces make substantial cords for tying the loose leaves together. The edge of each leaf, outside the punched holes, may be reinforced with tough paper tape to prevent tearing.

Your scrapbooks should get plenty of use. The children can pore over them before school and during spare periods. Never make any teaching device and then keep it out of the children's hands. What's a little dirt between friends? Especially when the pages are all brown anyhow.



Mexican dude with a \$40 sombrero and a \$100 serape. The serape is a hand-woven striped blanket or shawl.

— Photo by M. M. Lopez, Mexico City

You should have several books, depending on the amount of material on hand and the amount the children are likely to bring. Suggested titles would be *Good-Neighbor Heroes* for material on Columbus, Las Casas, and the explorers; *Good-Neighbor Album* in which stamps, post cards, and coins may be mounted with scotch tape, so that borrowed exhibits may be returned unharmed; *Good-Neighbor Pictures* for all large prints and their captions; *Good-Neighbor Clipping Book* for news items and short articles.

Don't crowd your books. Leave wide margins and quite a bit of space between them and that. Children are confused when they try to look at too much at one time.

Good-Neighbor Maps

By the time you have the tops of the blackboards decorated with simple drawings of South American flags as shown in any large dictionary, it will be time to get at the maps.

First make a relief map in your sand table with bits of blue paper to mark seas, bays, and rivers. Let the children cut bright blue construction paper into tiny confettilike pieces while you work on the Andes Mountains.

Sprinkle the high peaks with Christmas-tree snow; put in a piece of glass over blue paper for Lake Titicaca; mark the railways with long strips of tin foil, press in red, yellow, and green marbles to mark the large cities, capitals, and ports. The resulting color scheme will contain the colors of the flags of Latin America — red, yellow, blue, white, and green.

Borrow tiny toy trains, ships, and airplanes for realism.

The second map will be for history. If you don't have a regular blank oilcloth map of South America, draw one on the board, or, lacking board space, on a large piece of Bristol board or an old starched bedsheet.

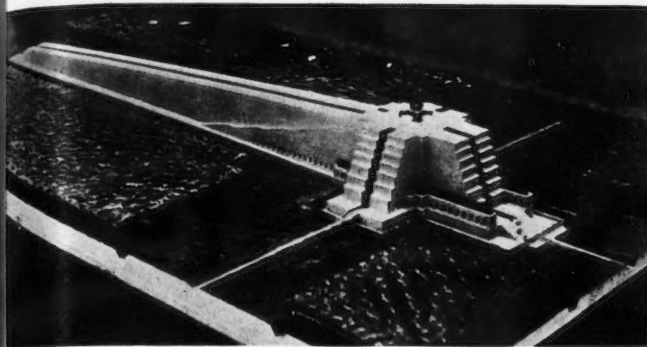
Keep to your color scheme. Paint the countries discovered by Columbus yellow. Those will be the Bahamas, Haiti, Cuba, Puerto Rico, Central America, the coasts of Venezuela and the Guianas, Jamaica, and the little islands off the northern coast of South America.

Mark with a red C every place which still bears the name Columbus gave it. Best known of those are: Puerto Rico, Port of Riches; Puerto Bello, Port of Beauty; Caribbean, Cannibal Sea; Costa Rica, Coast of Riches; Trinidad, the Trinity.

Columbus, you remember, undertook his third voyage in the name of the Holy Trinity. The first land sighted was an island with three low mountains rising from the sea. He called it Trinidad.

You will want to emphasize Christopher Columbus in this project, because the great Columbus Memorial Lighthouse at Trujillo City (formerly San Domingo) is now nearing completion. Sometime in 1942, the four hundred fiftieth anniversary of 1492, the ashes of the discoverer will be removed from the crypt of Santo Domingo Cathedral to a mausoleum under the flashing beacons of the great lighthouse.

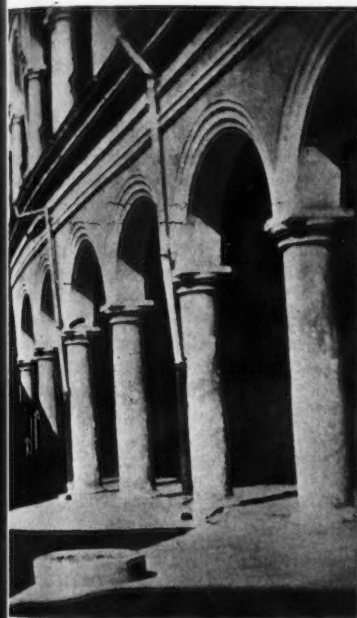
Known in Latin America as the Faro Colon, the memorial has been built with funds sup-



Columbus Memorial Lighthouse at Trujillo City, Dominican Republic. The remains of Columbus will be placed here in 1942.

—Photo, courtesy of Generalissimo Rafael L. Trujillo — Malina, President, Dominican Republic.

Below: A Patio or Inner Courtyard. These are typical of Spanish architecture.



Air view of a coffee plantation showing a drying house.



Archbishop's Palace at Lima, Peru. There is no glass in the windows. Peru is a hot country.

— Photo, courtesy of Peruvian Embassy, Washington, D. C.

Below: Tomb of Columbus at Santo Domingo Cathedral.

— Photo, courtesy of Dominican Legation, Washington, D. C.



The President's Palace at Havana, Cuba. Below: Morrow Castle on the Spanish Main at Havana, Cuba.

— Photo by Epsy Colling



Mules loaded with coffee at Honda-Tolima, Colombia.



Gathering coffee. Red, green, and partly ripe berries are on same stem.

— Photos, courtesy of Nat'l Federation of Coffee Growers of Colombia

plied by the countries of the Pan-American Union, the United States giving close to a million dollars. The cathedral where Columbus' remains were discovered a few years ago was built by his brother at San Domingo and is the oldest church in use in the New World.

By the way, Colon is the Spanish for Columbus; Cristobal means Christopher. Cities bearing those names were christened in honor of the discoverer. So was Colombia with its adaptation of the Italian form of the name. Put a red star at all places whose names are memorials to the Grand Admiral.

After Columbus, came the conquistadors. Mark Magellan's route with blue chalk or crayon; color the lands Cortez conquered with green; and color Pizarro's Peru with red. Put blue B's on lands emancipated by Simon Bolivar.

Bolivar (1783-1830) was the George Washington of South America. He led armies of revolution in Colombia, Bolivia, Peru, and Venezuela and was the inspiration of the oppressed colonists of the Argentine. It was his ambition to unite all the northern continent in one large country, but the people were afraid of centralization because they had suffered too much under the unified Spanish regime.

When he died, Bolivar was president of Colombia.

Bolivia was named for him; so was that interesting coin, the bolivar. Names of the other countries are much older, some going back to the original Indian tongues, namely: Guatemala, Honduras, Peru, Paraguay, Uruguay, Panama, and Mexico. Chile means hot — not cold. Chile was, originally, a Mexican-Indian word, the name of a certain notoriously red-hot pepper. Venezuela was named for Venice by Vespucci.

The Teacher Reads

Of course, you must have stories to tell, about Panama hats, for example, and why they're made in Ecuador. James G. Leyburn in *Frontier Folkways* tells us that in colonial times all commerce was carried on under the Fleet and Fair System. Once a year, anybody



Fruitful Palm Trees. Every large tree brings in a yearly cash income. — Nuts for palm oil and dead branches for roofing thatch.

— Photo by Epsy Colling

from any Spanish colony who had something to sell sent it to Puerto Bello, Panama, or to Vera Cruz, Mexico, where the fleet stopped to pick it up. The great market of goods was the annual fair — not a very handy arrangement and one which led to smuggling, discontent, and finally rebellion under Simon Bolivar. It also encouraged piracy.

That same Puerto Bello, named by Columbus and long a center for the rich trade of the Spanish Main, looks down on the waters where the body of Sir Francis Drake was committed to the deep, *swung atween the round shot in Nombre de Dios Bay*. When a body was buried at sea in those days, it was sewn into a piece of sailcloth with a cannon ball at each end so that it would sink. You can read this story and others just as interesting in *Discovering South America* by Lewis Freeman.

By the way, none of the books mentioned here are rare or hard to obtain from either state or city libraries.

To get an idea of what life, costumes, and

houses are like in Central America, read *Notes on a Drum* by Joseph Henry Jackson. Here you will find something also about Bartolomeo las Casas, the first great missionary to the Indians and, it would seem, the first Spaniard to have any sympathy for the poor bewildered red man.

Notes on a Drum has also a fine chapter on coffee, a shrub which must grow in the shade of banana and rubber trees and whose red fruit ripens here a berry and there a berry, so it has to be picked by hand. Good illustrations show how the bean is threshed out of the dried berry, graded, sacked, and shipped.

If *Notes on a Drum* is not available, drop a card to the National Federation of Coffee Growers of Colombia and ask for their excellent booklet on coffee. It might be a good idea to do it anyway, because the cover shows a coffee branch in colors.

Don't forget Washington Irving's *Life and Voyages of Christopher Columbus*, still most interesting reading and standard scholarly life of the discoverer.

Below is an additional list for those who would read more:

To the Indies, C. S. Forester — historical novel of Columbus' third voyage.

Brazilian Adventure, Peter Fleming — life in the jungles of southern Brazil and travels through the settled plains.

The Smuggler's Sloop, Robb White III — juvenile adventure.

The Sea and the Jungle, H. M. Tomlinson — a trip up the Amazon.

The House in Antigua, Louis Adamic — Guatemala.

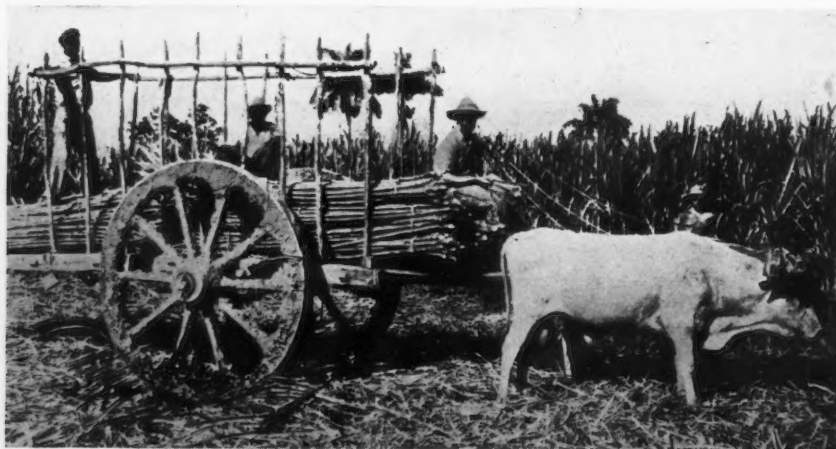
2000 Miles Through Chile, Earle Chapin May. Chile, L. E. Elliott.

Phantom Crown, Bertita Harding — Mexico. *Latin America, Its Place in World Life* — Samuel Guy Inman.

Conquest of Peru, Wm. H. Prescott. *Roaming Through the West Indies*, Harry A. Franck.

Magic Island, William Seabrook — Haiti. *President Trujillo, His Work and the Dominican Republic*, Lawrence de Besault — story of the Columbus Lighthouse and modern progress in the Dominican Republic.

Ports of the Sun, Eleanor Early — lands of the Caribbean.



Harvesting Sugar Cane by Primitive Methods in Brazil. Brazil is one of the richest lands in the world. Ten years of harvests are obtained from one planting of sugar cane.

— Photo by Epsy Colling

Good-Neighbor Spelling

Use Mr. Noah Webster's big dictionary when you work out your spelling lessons. There's no book that tells so much so tersely, or points the way to so many things of interest.

Don't teach more than half a dozen words connected with the project in any one day. Just add a handful that fit in with the rest of the work to your regular spelling lessons. Sometimes one word is plenty if the word has such a long story as does *canoe*.

Canoe, it would seem, grew like Topsy and really wasn't a word at all in the beginning. Columbus in one of his *Journals* (written in Latin, remember) referred to the Indian boat as a *scapha*. A careless scribe wrote *canoa* for *scapha*, and all the readers began to talk about *canoa*. Pretty soon the Spaniards were teaching the word to the Indians and the English. The Englishman changed it to *canoe* and took it north with him so that Maine today is the center of the canoe-making industry.

It is surprising how many native South American words are to be found in the aforementioned big dictionary; and many of them have little stories about them in the fine print under the definitions. Don't miss: cannibal, hammock, cigar, buccaneer, tapioca, tomato, and potato.

Potatoes and maize, by the way, were discovered by Columbus himself, as were cigars and hammocks.

Other native words or their derivatives which deserve special looking up and learning are:

guano	guava	puma
guanaco	cassava	cougar
tamale	cashew	quetzal
sisal	llama	quinine
caoutchouc	alpaca	ipeac
chocolate	vicuña	manioc
cacao (cocoa)	iguana	pawpaw
tobacco	condor	buccaneer
petunia	toucan	chicle
chili (chile)	nutria	ocelot

Spanish words we have learned from the conquistadors are:

ranch	lariat	mosquito
adobe	mesa	mantilla
maroon	pinto	llanos
corral	renegade	molasses
cinch	silo	hoosgow
chaps	albatross	calaboose
brazil	vanilla	sierra
poncho	banana	gringo
mustang	pronto	guerrilla
broncho	patio	
lasso	cockroach	

Your dictionary will tell you, too, the story of cinchona and the countess who introduced Jesuit's bark into European medicine. It seems—but surely you have the dictionary open by now.

If you don't have a Spanish-English dictionary in your school library or a Spanish text with a vocabulary, the list of meanings below may be of some help. Children always like to know what a strange word means, and knowing helps them remember.

<i>fria</i> or <i>frio</i> , cold	<i>rio</i> , river
<i>caliente</i> , hot	<i>Janeiro</i> , January
<i>agua</i> , water	<i>reina</i> , queen
<i>santo</i> <i>santa</i> <i>san</i> <i>são</i> , saint	<i>Salvador</i> , Saviour
<i>brazil</i> , glowing red	<i>laguna</i> , lagoon
<i>colorado</i> , reddish	<i>del</i> , of the
<i>nevada</i> , snowy	<i>alta</i> , high

blanco, etc., white
montes, mountains
rey, king, *reyes*, kings
seguro, safe
arena, sand
tierra, land
plata, silver
nombre, name
Dios, God
cruz, cross
paz, peace
vera, true
ascencion, ascension
val, valley
paraíso, paradise
bueno *buena*, etc., good
aires, breezes
negro, black
grande, great or large
rosario, rosary
villa, village
punta, point
norte, north
fuego, fire



Recent Spanish immigrant types and mixed and Negro types of girls in Puerto Rico.

— Photo by Epsy Colling

The Three Kings Ride Again

Your pupils will get a thrill out of hearing that Santa Claus stops delivery at the Rio Grande (don't say Rio Grande River; it's redundant) and the three wise men take over his business.

No doubt it's too warm for the reindeer in the good-neighbor countries and more suitable for camels.

The Magi deliver all the Christmas presents but the children have to wait for Epiphany Day to get them. They are neatly laid out on the tiled floor or on a table, because children don't hang up their stockings; it's too hot for hosiery. The wise men don't come

down chimneys, either. It isn't that they're too dignified, but because houses don't have chimneys in the warm lands settled by the sun-loving Latins. Cooking is done over charcoal, or, among those who can afford it, on electric or oilstoves.

Most children are agreed that the black wise man brings the best toys. This is because, being black, he is more humble and naïve than his light-skinned companions and is so delighted at getting mail that he brings rich gifts out of gratitude. Children of Latin America don't write to Santa Claus to say that they have been good and would like a suitable reward at holiday time. They write to one of the three wise men.

The Sacrament of Penance

A Unit in Religion for the Fifth Grade

Sister M. Tabitha, O.S.F.

This unit on the sacrament of penance represents an attempt to teach Religion so that it may be meaningful to the child and, particularly, may stimulate in him appreciations, attitudes, and convictions, and induce good conduct by influencing the will. To achieve this end a knowledge of the doctrines of Religion is essential, but this knowledge must be dynamic. It must, to use the language of *The Imitation of Christ* and of *The Spiritual Exercises of St. Ignatius*, be known interiorly and be felt and relished. To generate such knowledge the child, whole and entire, must be active; all his powers, sense and spiritual: imagination, emotions, memory, intellect, and will, must be exercised.

An effort was made in this unit to provide such activity through music, art, poetry, meditation, dramatization, discussion, storytelling, reporting, and wide reading. These activities are to receive the greatest emphasis. The teacher presentations purpose merely to arouse interest, chart the direction of the unit, and initiate the self-activity of the child.

This unit was originally written to fulfill a class assignment in a course in methods of teaching Religion at Alverno Teachers College, Milwaukee. Later it was tried in several

classrooms and modified. The extraordinary interest of the children and the change it wrought in their appreciation of the sacrament of penance and in their lives, as reported by several of the mothers of these children, indicate that the procedure was effective.

Main Interest: The Sacrament of Penance Objectives:

- To stimulate and develop a deep love and appreciation for the sacrament of penance.
- To impress on the child's mind God's mercy and thoughtfulness toward sinners.
- To arouse an understanding of penance as a means of spiritual betterment.
- To make the child realize its aid in warding off temptations and preserving baptismal innocence.
- To instill a feeling of gratitude to God for this sacrament by careful preparation and thanksgiving.
- To imbue the child with the realization of his privilege and obligation as a member of the Mystical Body of Christ.
- To fill the child with an ardent desire to cooperate with God's grace that Christ may live in him.

Doctrinal Matter:

- Definition of the sacrament of penance.

- b) Means by which this sacrament remits sins and restores grace.
- c) Source of the priest's power to remit sin and in whose name.
- d) The five things necessary to receive penance worthily.
- e) The nature of the examination of conscience and the way to make it properly.
- f) Preparation for the examination of conscience.

Outline of Main Topics:

- a) Appreciation and definition of the sacrament of penance.
- b) Institution of the sacrament of penance.
- c) The effects of the sacrament.
- d) Penance—an obligation and a privilege. (These will be developed in detail below.)

Children's Activities:

- a) Dramatizations.
 - b) Research.
 - c) Discussions.
 - d) Minute meditations.
 - e) Reports.
 - f) Written compositions.
 - g) Art activities.
 - h) Composing and memorizing poems and prayers.
 - i) Oral and written tests.
- (The specific suggestions for the above activities follow each presentation.)

Scriptural Quotations Referring to the Sacrament of Penance:

"Behold I will close their wounds and give them health, and I will cure them: . . . And I will cleanse them from all their iniquity, whereby they have sinned against Me: and I will forgive all their iniquities, whereby they have sinned against Me, and despised Me" (Jer. 33:6, 8).

"I am the Good Shepherd, and I know Mine and Mine know Me" (John 10:14).

"There shall be joy in heaven upon one sinner that doth penance, more than upon ninety-nine just who need not penance" (Luke 15:10).

"As I live, saith the Lord God, I desire not the death of the wicked, but that the wicked turn from his way, and live" (Ezek. 33:11).

"Because this, my son, was dead and has come to life again; he was lost, and is found" (Luke 15:24).

"Many sins are forgiven her because she hath loved much" (Luke 7:47).

"Thy sins are forgiven thee" (Luke 7:48).

"Thy faith hath made thee whole. Go in peace" (Luke 7:50).

"Be of good heart, son. Thy sins are forgiven thee" (Matt. 9:2).

"Arise, take up thy bed and go into thy house" (Luke 5:24).

"Peace be to you. As the Father hath sent Me, I also send you. Receive ye the Holy Ghost. Whose sins you shall forgive, they are forgiven them; whose sins you shall retain, they are retained" (John 20:21-23).

"Peace I leave with you, my peace I give unto you. Let not your heart be troubled, let it not be afraid" (John 14:27).

"As they went, they were made clean" (Luke 17:14).

Bible Stories:

The Fall of the Angels
The Good Shepherd
The Centurion's Servant
The Ten Lepers
Curing of the Paralytic
Mary Magdalene Anoints Jesus
The Resurrection
The Prodigal Son
The Healing of the Blind Man
David Sins and Repents

Pictures:

To reinforce a topic in religion, to create more enthusiasm, and to help the children remember scenes connected with the doctrine taught, any of the following pictures may be used.

Saint Michael and the Bad Angel—(Come and See, p. 17).

Saint Michael and the Dragon—Guido Reni.

Curing of the Paralytic.

The Good Shepherd—Plockhurst.

Divine Shepherd—Murillo.

Christ Blessing Little Children—Plockhurst.

Christ Blessing the Little Children—Hoffmann.

Christ Extending His Hands Over the Apostles.

Child Going to Confession—(The Life of the Soul, p. 102).

Christ Blessing the Little Children—Vogel.
Magdalene at Jesus' Feet—(Come and See, p. 67).

Christ and the Sinner—Hoffmann.

Prodigal Son—Molitor.

Prodigal Son—(The Life of the Soul, p. 94. See bibliography below.)

Mary Magdalene—Hoffmann.

The Crucifixion—Guido Reni.

The Crucifixion—Hoffmann.

The Crucifixion—Munkacsy.

Christ Healing the Sick—Schonhers.

Christ Healing the Sick—Hoffmann.

Christ, the Consoler—Plockhurst.

Christ Healing the Blind Man—Bida.

Christ Healing the Ten Lepers—Seifert.

Jesus Healing the Ten Lepers—Long

Good Shepherd—Dobson.

He Is Risen—Plockhurst.

The Crucifixion—Martini.

The Day of Pentecost—Van der Werf.

The Good Thief—Hoffmann.

Saint Peter Repentant—Dolci.

Denial of Saint Peter—Harrach.

Magdalene at the Foot of the Cross.

Poetry:

Poetry for Junior Students

"I Walked a Mile"—John B. Tabb.

"The Confessional"—Helen Parry Eden.

"Jubilant Deo"—Psalm 99.

The Child on His Knees—Mary Dixon Thayer

"Early Prayer"—p. 21.

"A Wish"—p. 23.

"Do You Really?"—p. 31.

"Why Do You Care?"—p. 46.

"Hopes"—p. 47.

"Forgive Me"—p. 51.

"The Thing to Do"—p. 59.

"Coming Back"—p. 67.

"A Thought"—p. 76.

"To Think!"—p. 90.

"If I Were You"—p. 110.

"The Very Time"—p. 113.

Religious Poems for Little Folks—ed. by Edward A. Fitzpatrick.

"A Prayer to Mary"—Father H. G. Hughes, p. 37.

"Dear Mother Mary"—Adelaide Procter, p. 38.

"The Loving Shepherd"—Anonymous, p. 72.

"Holy Ghost Come Down Upon Thy Children"—Father F. W. Faber, p. 85.

"A Useful Lesson"—Rev. M. Russell, p. 96.

Mother Read Us a Poem—Mary E. Woellworth.

"The Scales"—The Author, pp. 44-45. *Poems for the Grades.*

"The Shepherd"—William Blake, p. 52—Book 6.

The Ideal Catholic Readers.

"Prayer for Rising"—Lady G. Fullerton—p. 98—Book 5.

"The Mercies of God"—O. W. Holmes, p. 88—Book 6.

"Thankfulness"—Adelaide A. Procter, p. 127—Book 6.

Catholic Education Series.

"O Thou, Whose Boundless Love Bestows"—Van Dyke, p. 81—Book 4.

"Lord, I Hear the Showers of Blessing"—Van Dyke, p. 195—Book 4.

"To the Holy Spirit"—A. de Vere, p. 318—Book 4.

Promises and Other Poems—Anna Frawley

"Resurrection"—p. 15.

"The Good Shepherd"—p. 32.

"Easter Peace"—p. 35.

"Passion Thoughts"—p. 53.

Prayers and Aspirations:

1. Glory be to the Father.
2. Prayer to the Holy Ghost for help.
3. Act of contrition.
4. Prayers of thanksgiving and praise.
5. My Jesus mercy!
6. Mother of mercy, pray for us.
7. Save me, O Jesus!
8. O Jesus, Friend of the little ones, bless the children of the world!
9. Praise be to God!

Hymns and Psalms:

1. Psalm 102—*Holy Bible.*
2. Psalm 85—*Holy Bible.*
3. Veni Sancte Spiritus.
4. Come, Holy Ghost, Creator Blest—*St. Mary's Manual*—p. 407—Part II.
5. Jesus Tender Shepherd—*The Catholic Education Series*—Book 2, p. 168.
6. Psalm 1—*Holy Bible.*
7. Let's Now Rejoice—*St. Mary's Manual*—p. 400—Part II.
8. Have Mercy on Us, God Most High—*Cantate*, p. 59.
9. Loving Shepherd of Thy Sheep—*Catholic Church Hymnal*—p. 277.
10. God of Mercy and Compassion—*Catholic Church Hymnal*—p. 318.

	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	JUNIOR HIGH
FIRST WEEK							
SECOND WEEK							
THIRD WEEK							
FOURTH WEEK							

A Practical Drawing Schedule for September.

—Sister M. Rita, O.S.B., St. Mary's, Pa.

Word List:

The following list of words and phrases used in this unit needs explanation and drill:

revelation	enlightens
inspiration	examine
iniquities	precepts
attributes	temporal
infinite majesty	conscientiously
Baptism	tribulations
penance	retained
increase	merits
venial	successors
right dispositions	detest
mortal	resolve
eternal	minister of God
worthy reception	absolution
obligation	Mystical Body
repentant	remits
effects	representatives
humility	penitent
earnest effort	sacramental grace
institution	prophet
spiritual life	aspiration
restores	ejaculations
human frailty	indulgence
paralytic	plenary
spiritual remedy	partial

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Come and See

"Jesus Goes to Simon's House for Dinner," pp. 64-69.

"Jesus Blesses Little Children," pp. 73-76.

"Telling Jesus Our Sins," pp. 111-118.

Keep My Commandments

"Easter Sunday," pp. 135-142.

"Turning a New Leaf," pp. 144-147.

Thou Art Peter

"The First Messengers," pp. 14-17.

"Risen from the Dead," pp. 167-174.

"White As Snow," pp. 191-198.

I Am the Vine

"David, King and Prophet," pp. 83-85.

"Forgiveness," pp. 207-216.

"Sorrow for Sin," pp. 227-235.

"The Resurrection," pp. 310-315.

To the Heart of the Child

"Confession," pp. 107-109.

"The Resurrection," pp. 136-140.

"Indulgences," pp. 170-174.

"The Sacrament of Penance," pp. 176-183.

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The Life of the Soul

"The Sacrament of Penance," pp. 93-106.

The Highway to God

"The Forgiveness of Sins," pp. 263-269.

"The Punishment of Sin," pp. 281-286.

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Jesus Our Savior

"Jesus Forgives Sins," pp. 83-89.

"Getting Ready for Confession," pp. 90-94.

"Jesus With the Apostles," pp. 39-40.

A Child of God

"The Sacrament of Penance," pp. 90-100.

With Mother Church

"Second Sunday After Easter," pp. 203-205.

"The Creation of the Angels," pp. 14-16.

Through Christ Our Lord

"Penance and Indulgences," pp. 141-166.

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(To be continued)

Special Days and Weeks

Catholic school authorities will find the following list of special days and weeks which may be observed more or less formally of use in planning their schedule of activities for the coming year. Most of the dates listed are observed, either regularly or occasionally, in public schools. To these have been added the holydays of obligation and a few other feast days of special significance to schools. The liturgical calendar should, of course, be the regular guide for Catholic teachers and pupils, who will note especially all the Sundays and holydays, the feasts of the Blessed Virgin Mary, the Apostles, and the more important saints' days.¹

September

Sept. 1, *Labor Day*, a legal holiday in all states, observed on the first Monday in September.

Sept. 17, *Constitution Day*, sponsored by the Constitution Educational Association, 28 East Jackson Blvd., Chicago, Ill.

Sept. 26, *American Indian Day*, observed on the fourth Friday in September.

October

Oct. 2, *Feast of the Holy Guardian Angels*.

Oct. 5-9, *Fire-Prevention Week*, sponsored by the National Fire Protection Association, 60 Batterymarch St., Boston, Mass.; the National Board of Fire Underwriters, 85 John St., New York, N. Y.; and the Fire Waste Council, Washington, D. C. Always held during the week which includes Oct. 9, anniversary of the Chicago fire.

Oct. 6-10, *National Liturgical Week*, sec-

ond annual observance. Sponsored by The Benedictine Liturgical Conference, 528 High St., Newark, N. J. Theme: The Living Parish — one in worship, charity, and action.

Oct. 12, *Columbus Day*.

Oct. 26-Nov. 1, *Girl Scout Week*, sponsored by the Girl Scouts, Inc., 14 W. 49th St., New York, N. Y. Begins on the Sunday preceding Oct. 31, the birthday of Juliette Low, founder of the Girl Scouts.

Oct. 27, *Navy Day*.

Oct. 31, *Halloween*.

November

Nov. 1, *Feast of All Saints*, holyday of obligation.

Nov. 2-8, *National Catholic Book Week*, the second annual observance, sponsored by the Catholic Library Association, Charles L. Higgins, Chairman, Boston Public Library, Copley Square, Boston, Mass.

Nov. 2-8, *Children's Book Week*, sponsored by Book Week Headquarters, 62 W. 45th St., New York, N. Y. Slogan for 1941: Forward with Books.

Nov. 4, *General Election Day*, the first Tuesday after the first Monday in November.

Nov. 9, *Red Cross Sunday*, observed on the Sunday preceding Armistice Day, Nov. 11.

Nov. 11, *Armistice Day*, the end of the World War in 1918. Legal holiday in all states.

Nov. 9-15, *American Education Week*, sponsored by the National Education Association, 1201 Sixteenth St., N.W., Washington, D. C., in cooperation with other agencies. Observed during the week including Armistice Day.

Nov. 9-15, *Catholic Education Week*, sponsored by the National Catholic Educational Association, 1312 Massachusetts Ave. N.W., Washington, D. C.



A September Blackboard Border.

Color apples red; leaves green; stems light brown.

— Sister M. Rita, O.S.B., St. Mary's, Pa.

Nov. 11-30, *Red Cross Roll Call*, sponsored by the American Red Cross, 17th between D and E Sts., N.W., Washington, D. C.

Nov. 20, *Thanksgiving Day*, probable date. The President has said that after this year the observance will be on the last Thursday of November.

Nov. 25-Dec. 25, *Sale of Christmas Seals*, sponsored by National Tuberculosis Association, 50 W. 50th St., New York, N. Y., and state organizations.

December

Dec. 8, *Feast of the Immaculate Conception of the Blessed Virgin Mary*, holyday of obligation.

Dec. 25, *Feast of the Nativity of Our Lord Jesus Christ*, holyday of obligation and legal holiday.

Dec. 28, *Feast of the Holy Innocents*.

January

Jan. 1, *Feast of the Circumcision of Our Lord; New Year's Day*, holyday of obligation and legal holiday.

Jan. 17-24, *Thrift Week*, sponsored by the National Council of the Y.M.C.A., 347 Madison Ave., New York, N. Y. Always begins on Benjamin Franklin's birthday, Jan. 17.

Jan. 21, *Feast of St. Agnes*.

February

Feb. 8-14, *Boy Scout Week*, sponsored by the Boy Scouts of America, 2 Park Ave., New York, N. Y. Usually observed in the week including the 8th and the 12th. Boy Scouts of America were founded in 1910.

Feb. 12-22, *National Defense Week*, sponsored by the Reserve Officers Association of

the U. S., 1653 Pennsylvania Ave., N.W., Washington, D. C. Observed between Lincoln's and Washington's birthdays.

Feb. 12, *Abraham Lincoln's Birthday*.

Feb. 14, *St. Valentine's Day*.

Feb. 22, *George Washington's Birthday*.

March

Mar. 7, *Feast of St. Thomas Aquinas*, patron of all schools.

April

April 6, *Army Day*, sponsored by the Military Order of the World War, 1700 Eye St., N.W., Washington, D. C.

April 14, *Pan-American Day*, sponsored by the Pan-American Union, 17th between Constitution Ave. and C Street, N.W., Washington, D. C., commemorating the friendship among the 21 republics of the Western Hemisphere.

April 26, *Memorial Day*, a legal holiday in Alabama, Florida, Georgia, and Mississippi.

May

May 10, *Mother's Day*. Observed on the second Sunday in May.

May 30, *Memorial Day*, a legal holiday in most states.

June

June 14, *Flag Day*.

June 21, *Feast of St. Aloysius*, general patron of youth.

June 21, *Father's Day*, sponsored by National Council of the Y.M.C.A., 347 Madison Ave., New York, N. Y., third Sunday in June.

July

July 4, *Independence Day*. Legal holiday in all states.

A Place-Name Project

William T. Miller

Instead of leaving pupils to their own devices in the 10 or 15 minutes between the time of their arrival in the classroom and the opening of the session, it is well to have some definite before-school work provided.

The project here described involves both geography and English and is easy to conduct and administer. I call it a Place-Name Project.

For each week a list of five place names is provided, of varying degrees of difficulty. The list given here may be varied at the will of the teacher. On Monday morning one name is placed on the board. The pupils are directed to write two statements about each name:

1. Tell what it is and where it is located.
2. Tell one fact about it.

For example:

Albany

1. Albany is a city on the Hudson River in New York State.
2. It is the capital of New York.

Amazon

1. The Amazon is a river in South America.
 2. It is navigable for a very long distance.
- Each pupil is given a sheet of 8 by 10-in. paper which he heads as follows:



Name..... Room No.....

Week of.....

On Monday he writes the first place name as a title, followed by his two statements. On Tuesday a second name is placed on the board and the pupils write about that. This is continued through the week. The pupils are expected to find locations and facts wherever they can, without direct assistance from the teacher. If possible, reference books should be provided; but the geography textbook will

give most of the information needed. If a pupil cannot finish his statement for any day in the time he has, he should be allowed to carry over that name to the next day or to any other spare time he may have. Each pair of statements should be headed with the place name and the two statements numbered, as shown above.

Pupils should keep the papers in their desks, but must not take them home for homework. They may be encouraged to seek aid at home on difficult names. In fact many parents become actively interested in the list as it progresses.

Papers should be collected on Friday afternoon and marked by the teacher. They may be marked as follows:

- 2 for two correct statements
- 1 for one correct statement
- 0 for no correct statements

Teachers must use their judgment in deciding what constitutes a correct statement. It is better not to give fractional marks. Here is a sample showing the possibility of giving partial credit:

Albany

1. Albany is a city.
2. It is on the Hudson River in New York State.

There are two statements, but evidently only one complete answer to the location requirement, with no additional fact given. The two sentences are worth only one credit.

Do not expect too much in the way of detailed statements; but do expect fairly accurate locations. Write the credit: 0, 1, or 2 at the right of each heading, and the total credit at the top of each paper, from 0 to 10. During the geography time on Monday give the papers back and take five minutes to go over the names, fixing the locations and a few facts about each place. Collect the papers and hold them until the series of ten groups of names is completed. At that time a total mark for each pupil may be computed and given credit as a geography test, to be counted as part of the geography work for the week the project ends.

Following is a tentative list of place names to be used in this project.

- | | |
|------------------|------------------|
| I. Vermont | VI. India |
| Italy | Wisconsin |
| Albany | Puerto Rico |
| Sahara | Ethiopia |
| Ankara | Melbourne |
| II. Colorado | VII. Greece |
| Switzerland | Limoges |
| Toronto | Virgin Islands |
| Suez Canal | Singapore |
| Victoria Falls | Timbuktu |
| III. New England | VIII. Brussels |
| Brazil | Butte |
| Winnipeg | Falkland Islands |
| Tropic of Cancer | Vladivostok |
| Iraq | Alps |
| IV. Australia | IX. Andes |
| Mexico | Egypt |
| Labrador | Tigris |
| Golden Gate | Fujiyama |
| Madagascar | Baku |
| V. Japan | X. Tasmania |
| Oregon | Guam |
| Yosemite Park | Tokio |
| Auckland | Estonia |
| Annapolis | Isthmus of Kra |

As I go march-ing off to school Quite ear - ly eve - ry
And then when I re- turn from school, He meets me at the

day, My lit - tle dog runs close be-side No
door, He wags his tail, and seems to say, "Come

mat - ter what I say; I guess he thinks be-
on, Let's play some more;" He real - ly is so

cause we played all day the sum - mer through That
well - be - haved, my teach - er should a - gree To

he should come to school with me, And I think he should, don't you?
let me bring him to our school, And I think I will -- you see!

Aids for the Primary Teacher

The First Day in the First Grade

Sister M. Carmelita, O.S.M.

The first day of school is introduction day. The stacks of brightly colored preprimers are waiting to make their acquaintance with the first-grade pupils. And they want their first impression to be a good one. From now on they are to be the children's companions, but it is up to the first-grade teacher to make them such. It is life and fun and companionship that a child is seeking, and the teacher must show him that in the pages of a book those very things are magically hidden. The characters in the book must be as real to him as the members of his own family. But just how is the teacher going to give life to a boy or girl who is only a four-color illustration on a paper page? I know of no better way than by showing the child that the Dick and Jane of his reader could just as easily be Bob and Mary who live next door. To prove, then, that reading is about real people, the first pages of the reader should be dramatized by members of the class.

I use the *New Cathedral Pre-Primer* from which to draw my characters, but the first lesson of any good basic reader may be used to show that book children are real children. When my little actors appear to play the first pages of the reader I have them step out from the pages of a large book which has been made according to these directions:

Draw a picture of the front view of a book on a large sheet of bristol board the same color as the preprimer. Make an oblong opening in the center large enough to show a name card. Fasten a strip of cardboard on the back of the book cover over this opening, and leave it open at the top so that the word card may be slipped in. Tack the large book front on a frame and standards made of laths.

A few days before school begins, ask three little neighbors to come over and rehearse the roles of Dick, Jane, and Baby. If they can bring a puppy and kitten to play the parts of Spot and Puff the lesson will be that much livelier. As soon as school begins they should take their places behind the big book and as they are introduced by the teacher they should step forward as though coming from the pages of a storybook.

Teacher [*Holding small preprimer before class*]: Children, the first storybook you will read this year has grown very big. [*Point to big book.*] And best of all, the children who live in the book are real, just like yourselves. The boy who lives inside this book is just about ready to come out to meet you. Oh! I see he has put his name on the front of the book. [*Point to Dick's name.*] Come out, little boy, and tell us your name.

Dick [*steps out*]: How do you do, everybody? My name is Dick, and this is the way my name looks in print [*points to name on book cover*].

Teacher: Let's all say, "How do you do?"

to Dick, and take a good look at his name. Now, Dick, tell us about yourself.

Dick: I like to play and I like to do stunts. Here's my best stunt. [*He stands on his head like Dick in the book.*] One time I did this stunt and something funny happened to me. If you want to see the surprise I got you'll find it in your readers.

Teacher: Dick's sister Jane knows many stunts, too. She is coming out to show you one, but before you see Jane I want you to look at her name. Show us your name, Jane. [*Points to name on front of book.*] Now show us yourself, Jane. [*Jane comes out jumping rope. She jumps pepper.*]

Jane: I have a better stunt than this. You'll find out what it is when you open your books.

Teacher: Wait till you see Baby's stunt. It is the best one of all. Dick, please go be-

hind the book and show us Baby's name. [*Dick places Baby's name in pocket.*] Now bring Baby out. [*Dick opens umbrella for Baby behind book and then comes out, followed by Baby who carries the umbrella.*] Baby, we all want to see your stunt. [*Baby lets umbrella close over her. Teacher shows class this picture of Baby on page 13 of preprimer.*] Here is a picture of Baby doing this very stunt in the book you are going to read.

If Spot and Puff are behind the scene, the teacher may ask Dick and Jane to flash their names on the book cover and to bring them out. The presence of these two pets in the play will make the situation still more life-like and interesting.

When this little dramatization is over the children will be wide awake to the fact that Dick and Jane are honest-to-goodness people. All eyes will be on the new readers and all hands will be eagerly reaching in that direction, and their conscientious teacher, having put such a sparkle in reading as this, may be sure that she has opened the gate to success for her class.

Fun With Phonics

Margaret Ohler

If you are one of the teachers who say, "I hate to teach phonics"; or, "I know phonics is important, but I do not know how to go about teaching it," this article is written for you. I used to be one of those teachers; now I say, "I like to teach everything, but especially phonics."

Mother Goose is a delightful approach to phonics, but there can be no successful approach—delightful or otherwise—until the teacher has a certain insight on the subject of phonetic English.

In the first place, all English words are not phonetic. Children must be taught that a good share of their reading vocabulary cannot be sounded. Words that do not lend themselves to phonetic analysis must be taught as sight words. Many children do not have a phonetic sense and will not gain as much help from phonics as will pupils who have a feeling for the sounds of letters and letter combinations. Furthermore, some children respond to one method of teaching and some to another.

Although the teacher is familiar with the various sounds of all letters and combinations, children will in the lower grades learn only the more common sounds of each letter.

The words *long* and *short* when speaking of vowel sounds, mean nothing to primary children. It is much to the point to tell small children that *a* usually sounds *ā*, but sometimes *ă*; that *i* usually sounds *ī*, but sometimes *ĭ*, etc.

Elementary children should not be bothered with involved rules such as: "When a word ends in *e*, the vowel before the consonant in front of the *e* says its own name."

Fully as important as the consonant and

vowel sounds are the sounds of the (1) letter combinations that take the place of consonants. Some of these are: *th* (soft and hard), *sh*, *ch*, *wh*, *qu*, *ck*, *kn*, *gn*, and *ph*. (2) Letter combinations containing vowels, the more important ones being: *ight*, *ake*, *all*, *ill*, *ay*, *ai*, *ow*, *ou*, *ing*, *ong*, *ung*, *oo*, *ue*, *ew*, *aw*, *oi*, *oy*, *ood*, *ook*, *ee*, *ea*, *oa*, *or*, *ore*, *ar*, *are*, *air*, *er*, *ir*, *ur*, *wor*, *war*, *ear* (two pronunciations), and *ove*.

Many pupils will respond favorably to rhyming words and analogous words. Such work is especially valuable as an aid to spelling.

Several lessons should be devoted to the suffixes *er* and *est* to form the comparative and superlative words. Other common suffixes like *tion* should be taught as sounds.

What to Teach

The subject of phonics should not be confined to the primary grades; it loses much of its value if not continued throughout the elementary school. It certainly has its place in junior high and high school English courses. For example, is it not important for students to know that *c* and *g* usually sound like *s* and *j* respectively before the letters *e* and *i*, and that those same letters, *c* and *g*, usually retain the hard sound before *a*, *o*, and *u*? Yet when should such a technicality be taught? Perhaps in high school or in junior high but not in the elementary grades.

A brief graded outline of phonics to be taught which I have found to be not too difficult is here suggested.

Grade 1:

1. The most common sounds of the consonants.

- The short sounds of the vowels (do not use the word *short* when speaking of the vowel sounds to the children).
- Words that rhyme.
 - Aural training during the prereading period.
 - Visual training later in connection with Mother Goose rhymes, valentine verses, etc.
- With advanced groups, common initial consonant combinations such as: *st, fr, br, cl, cr, fl*.
- With advanced groups, common combinations such as: *th* (hard sound), *sh, ch, ay, all, ight, ow, ou, ing, oo, ee, oy, or, er, ar, ear* (as in *fear*).

Grade 2:

- Review consonants.
- Consonant combinations often occurring at the beginning of words: *st, cl, fl, fr, gr, gl*, etc.
- Short sounds of vowels. Explain to pupils that vowels sometimes sound *ā, ē, ī, ō, ū*, but drill principally on words containing the sounds *ā, ē, ī, ō, ū*.
- Rhyming words.
- Comparative and superlative suffixes *er* and *est*.
- The following letter combinations: *th* (hard sound), *sh, ch, wh, qu, ck, kn, ph, all, ill, ay, ai, ow, ou, ing, ong, ung, ue, oo, ew, aw, oy, oi, ood, ook, ee, ea* (pronounced as long *e*), *oa, or ore, air, are, ar, er, ir, ur, ight, ake, ink, old*.
- Simple analogous words like *men, ten, hen; at, bat, cat, sat; wall, fall, ball; right, night, fight*. These words should contain sounds on which pupils have been drilled previously. That is, do not give the children words like *ball, fall, hall, call*, to spell or read by sounding until they have learned the sound of the combination *all*.

Grade 3:

- Review consonant sounds already taught.
- Review short vowel sounds.
- Long vowel sounds. Do not teach rules. Choose words in which the vowel sound is long. Do not use the word *long* in presenting the work to the pupils.
- Review the letter combinations taught in the second grade.
- Soft sound of *th* in the words *three, thirty, third, thank, think, thought, thirteen, thirsty*.
- Ear*, pronounced *air*, in the words *wear, tear, bear, pear*.
- Ow*, pronounced *ō* in *know, glow, sow, throw, low, row, stow*.
- Final *y*, pronounced *ē* in *lady, baby, Jimmy*, etc.
- Simple analogous words.
- Words that rhyme.

Grade 4:

- Review consonant sounds already taught.
- Review vowels, long and short.
- Review letter combinations already taught.
- C* pronounced like *s* in such words as *lace, force, cent*.
- G* pronounced like *j* in such words as *gem, George, wage*.

- Kn* at the beginning of the words *knit, knot, knock*, etc.
- Ove* in *love, dove, above, cover, glove*.
- Ea* pronounced *ē* in *bread, thread, dread, head, weather, feather, read, lead, instead*.
- Analogous words: *other, brother, another, mother; bought, fought, thought, brought, ought; lace, face, trace, race, brace, pace; wage, rage, age, page; rough, tough, enough*.
- Suffixes, *tion* and *ation*.

Grades 5 and 6:

- Review of the subject matter of the first four grades.
- Wor* (usually sounds *wer*) as in *worse, worst, work, worth, world, worm, word*.
- War* (usually sounds *wôr*) as in *warm, war, wart, ward, warn, warp*.
- Suffixes, *ous, able, age, ive*.
- French *g* in *garage, mirage, corsage*.
- Y* (pronounced *ī*): *thyme, rhyme, by, my*, etc.

Junior High and High School:

- Rule for the soft sound of the letters *c* and *g*: *C* is usually pronounced like *k* before the letters *a, o, u*. *G* is usually given the hard pronunciation before the letters *a, o, u*. (Examples are *can* and *gum*.) *C* is usually pronounced like *s* before the letters *e* and *i*. *G* is usually pronounced like *j* before the letters *e* and *i*. (Examples are *cent* and *gem*.)
- Silent *t* in *soften, often, listen, glisten*.
- The silent letters *w, p, g, k*, at the beginning of some words: *wreath, wrote, ptomaine, pneumonia, gnat, gnome, knot, know*.
- X* at the beginning of a word is pronounced like *z*.
- Ch* pronounced like *k*; *alchemy*.
- Th* pronounced like *t*; *thyme, Thames*.
- Commonly mispronounced words in which the accent should fall on the last syllable: *detail, address, recess*.
- Commonly mispronounced words in which the accent should fall on the first syllable: *ptomaine, portrait*.
- Other knowledges which arise in connection with spelling, English, composition, oral expression, etc.

This grading is, of course, arbitrary, depending on the pupils' abilities, the felt need for certain phases of phonics, pupils' background, and many other factors.

The teaching of phonics is best not begun until pupils have a sight vocabulary of about 60 to 100 words.

Children must be shown how phonics can be used as a tool to aid in reading and spelling. Do not bring phonics into recreatory reading, but guide children in making use of their phonetic knowledge in drill-reading periods and in spelling.

No matter how thoroughly pupils know the sounds of letters and letter combinations, there may be no carry-over into reading and spelling unless the teacher directs that carry-over.

In order that children learn, the teacher must first have their undivided attention. The surest way to accomplish this is through interesting subject matter.

In phonics, more than in most subjects, the teacher needs to vary her teaching methods. Different phases of phonics lend themselves to different ways of teaching.

Certain pupils respond better to some methods than to others. Since phonics is a drill subject, the teacher must bring variety to the study through her methods of presentation.

The following suggestions have proved successful in my teaching experience:

To Teach Initial Consonant Sounds Riddles:

"I am thinking of a girl in this room whose first name starts with the sound *m*. I am thinking of a toy that starts with the sound *b*. I am thinking of a color that starts with the sound *r*. I am thinking of a boy in a Mother Goose rhyme who had a pie. His name starts with the sound *j*." Give the sound, not the name of the letter when stating these riddles, and insist that the children do likewise.

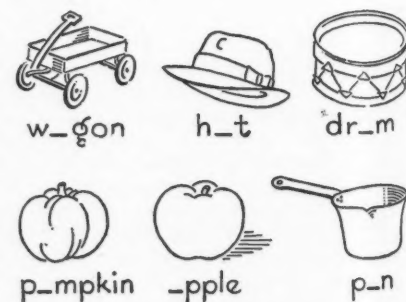
For seatwork, give the children a duplicated sheet of pictures of common objects such as drum, ball, cake, sled. Give them another sheet of paper divided into columns, each column being headed by a consonant sound. Pupils are to decide on the initial sound of each picture and paste it in the correct column. For example, the drum will be pasted in the column marked *d*, the sled in the *s* column, etc.

After the pupils have learned the consonant sounds at the beginnings of words, explain that these letters sound the same when inside of, or at the end of, a word.

The shape of the mouth in the teaching of the short vowel sounds will eliminate some confusion between the sounds *ō* and *ū*. The sounds *ī* and *ē* may be confused unless the pupils are made to realize that *ī* is a very short, quick sound, while *ē* is more drawn out. To make the *a* sound, the mouth is open wider than when saying *ō*.

Here is a suggested type of seatwork for testing knowledge of two or more vowel sounds. Let us suppose that the sounds *ā* and *ū* have been taught. The teacher prepares a sheet of pictures of common objects, all containing *ā* or the sound *ū*. By each picture the name of the object is printed, but in each word the sound *a* or *u* is missing, being replaced by a blank. Pupils are to supply the missing sound. Remember to direct the children to put in the letter that sounds *ā* or *ū*, not the letter *a* or *u*.

By saying the names of the objects silently, children should be able to tell whether the missing is *ā* or *ū*.

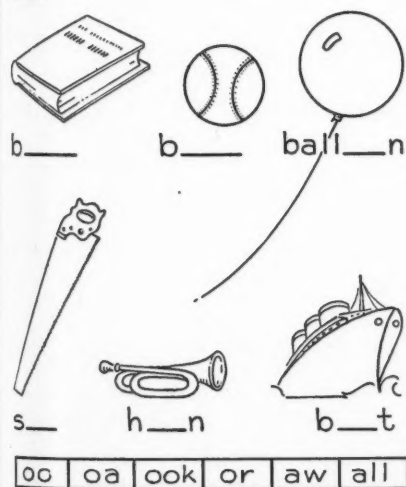


Before children ever start to learn to read; that is, in the reading-readiness period, they can learn to recognize words that rhyme. My first graders enjoyed making a rhyme chart. Here is the procedure we followed: I had pictures of corn, a fish, a house, a bat, a frog, a sled, a man, a stamp, a horn, a dish, a mouse, a dog, a hat, a bed, a pan, and a lamp, propped on the blackboard ledge. One child named the first picture (corn) and saying the name of each object, finally found the one (horn) that rhymes with, or sounds like corn. Another child took the picture of a fish and found the object (dish) to rhyme with it. If this exercise proves too difficult for pupils, present only three objects at a time and have the children select the two objects out of each group that rhyme. After my pupils learned to read and spell some words by sounding, the names of the objects were printed and added to the rhyme chart.

In the second and third grades children will be able to spell from dictation words that rhyme with a familiar word. For instance, if they know how *fall* is spelled, they should be able to spell the words *wall*, *hall*, *stall*, and *tall*.

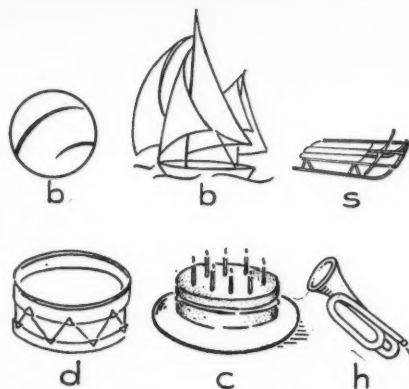
Have children select in Mother Goose rhymes the words that rhyme. New letter combinations may be introduced in Mother Goose rhymes familiar to pupils. In "Humpty Dumpty" children will readily locate words containing the sound *all*. Only one combination should be taught in one lesson, and all combinations taught should be reviewed frequently. Remember, phonics is a drill subject. Children must know the sound of *sh* as well as they know the sum of two and two.

Seatwork like the following will prove enjoyable to the children, at the same time showing the teacher how well the pupils have profited by her teaching of letter combinations:



Cut out each combination and paste it on the right blank in the works above.

My second-grade group is making a Mother Goose book this year. I bought a copy of the Mother Goose hectograph book from the American Education Press. I hectograph a copy of each Mother Goose rhyme and its accompanying picture for each child. Besides



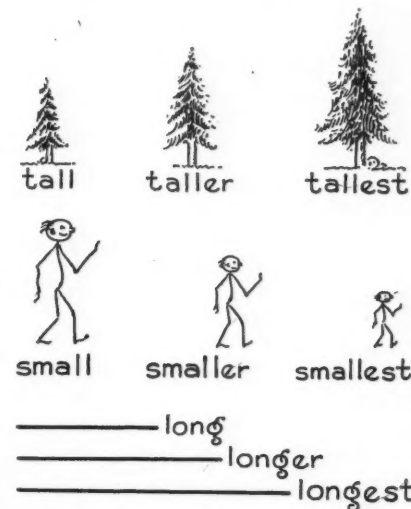
coloring the pictures and pasting pictures and verses in a scrapbook, the children pick out letters and letter combinations in each verse. The idea was an experiment. I feared the phonics might spoil the children's enjoyment of the rhymes. On the contrary, the children enjoyed the rhymes as much as ever, and the phonics more because of them.

When a pupil forgets a sound or combination, I refer him back to a familiar rhyme in which a word containing that sound occurs.

Analogous words may be divided into two types: those similar words which can each be sounded independently, and those which cannot. The latter type will be learned through their similarity to a known word, and are almost to be taught as sight words. Belonging to the first type of analogous words, are such words as *ball*, *tall*, *hall*; *dish*, *fish*, *wish*; *men*, *hen*, *pen*. On the contrary, *brought*, *thought*, and *fought* can be sounded by their analogy to *bought*, but cannot be sounded independently.

For drill on the comparative and superlative endings, *er* and *est*, pupils may be assigned arithmetic seatwork such as this:

Draw three trees of varying heights. Under the first write *tall*. If the endings *er* and *est* have been taught, pupils will know how to write *taller* and *tallest* under the other trees. Similar exercises may be used with drawings accompanied by the words *long*, *longer*, *longest*; *small*, *smaller*, *smallest*; *high*, *higher*, *highest*; *short*, *shorter*, *shortest*.



I believe many teachers evade the teaching of phonics because of a lack of knowledge of phonetic English. But even a larger number shrink from teaching phonics because of the dullness of the subject matter.

Because phonics is a drill subject, the subject matter itself is not interesting. Much of the work will be memorization on the part of the child. I therefore repeat, if phonics is to be made interesting for the pupils, the teacher's methods of teaching must make it so.

FROM A SOLDIER

At the opening of May devotions Wednesday evening, Father Carroll exhorted you to make during May a Crusade of prayer for peace and for the world's return to God.

Next morning's mail had the same message in a letter. It was written by a young Catholic soldier to his father and forwarded to the *Bulletin*. Some may criticize the soldier's English, but not his faith and love of God—nor his thinking. We quote his letter to his father in part:

"Dad, if you could but be with me in the Army you would soon see how insignificant the things of this world are. Only today I was detailed to carry [take] men to bury a poor, unfortunate soldier who was killed on a motorcycle, and I helped dig a grave for the next one to be killed. They always have two or three graves dug ahead of time.

"It is not that I am afraid of death, Dad, or of dead things. What I fear most are living things; men and women and the way that they live. One is so apt to be entangled in their ways of living, causing you to lose sight of the true goal that you were put on this earth to seek. What does anything else matter as long as you save your own soul?

"Oh, when I look around me and see these young men of my own age, drifting, wandering like a ship without a rudder. They have no faith; they have no religion. Everything they did possess, little as it might have been in civilian life, is taken away from them. So they will be absolute pagans. What is it all coming to? Why can they not see that there is something radically wrong with civilization? When will they realize that the present plight which they are in is but the result of the ways of their own living? When will they see the light of true faith? Soon now they will come face to face with death. They will be forced to face the solution to their ills, and they'll find they must come back to God.

"Yes, we must go to Him, asking for forgiveness in neglecting Him so. Yes, the very One from whom we have received everything, even our very life, we think of the least. How ungrateful we are, how selfish and self-centered. We take everything and give nothing in return. When all He asks in return is our love, our affection, our glorification and thankfulness. Yes, we must go to Him often. . . ."—*Religious Bulletin*, University of Notre Dame.

A Project on Birds

Sister Marie Joseph, O.P.

Cut from crepe paper pictures of those birds mentioned in the project. Stuff the forms of birds with cotton and mount them in any artistic manner. Give the display a prominent place in the schoolroom during the study of the project. Encourage the children to tell facts they have learned concerning any of the birds. If possible, take a field trip observing nests and different kinds of birds.

Exploration:

What things did God create?

Why did God make you?

Did God have any special reason for making all the other creatures?

(Yes, He made each one for a very special purpose.)

I wonder why God made the birds. Does anyone know?

Presentation:

Birds are very lovely little creatures. They always do exactly what God created them to do. One reason God created them was to help us to live. Do you think we could live happily if all the little bugs and mosquitoes were left in the air without being harmed? I don't either. Just as God let man use the sheep for food and clothing, so He let the birds use these harmful insects for their food. There are many kinds of insects but the one we know best is the mosquito. Mosquitoes like to bite us; but many other insects like to bite and eat things we don't want them to eat, like corn and cabbage and peaches, pears and plums.

I think God had a special liking for the birds. Once, when He was telling people how much He loved them and us, too, He used a little bird to tell them that. He said if God watches every sparrow so that He knows every little one that falls from the trees, how much more does He care for us?

A long, long time ago, the people began to forget about God. Therefore, they committed big sins and didn't say their prayers. Of course, God wasn't pleased because people are here on earth to love and serve God. These people were so wicked that God sent a flood which covered the whole earth. Everyone was drowned except Noah and all his family who were good people. God had told Noah to build a great big ark and to take his family and two of every animal on the earth into the ark with him. This Noah did and the rains came and covered the earth and there was nothing anywhere but water and the ark was sailing smoothly along.

After many days, when God thought best, the rain stopped and the sun came out. Noah wanted to know if there were any dry land. So he opened the window of this big boat and let out a pigeon. He knew that if there was no dry land, the pigeon would come back, because birds can't swim. The pigeon did come back and Noah waited for a while before he sent the bird again. This time, the bird stayed in the top of a tree. So Noah knew that soon he could go to shore. This little bird was in that way, one of God's messengers.

We could think of many times when God spoke about birds through His prophets and writers. Even artists have painted pictures of birds to remind us of Jesus. One, in particular, painted a pelican for that reason because a pelican feeds its young with its blood. Jesus feeds us with His Blood at the Sacrifice of the Holy Mass.

If birds have found such favor with God, don't you think that we should be their friends too? Let us read some stories about some of them and see if we can get better acquainted.

Bluebirds

One of the first birds to come home again after our winter holidays is our lovely bluebird. He likes to come to our apple tree to get the home all ready for Mrs. Bluebird who will come just shortly after. You can easily tell which is which, for Mr. Bluebird has a brighter blue coat than his mate and his throat and breast are a soft reddish brown fading into white toward his tail.

Bluebirds always make their nests in a hole in a tree; they love the apple trees the best where the leaves are not too thick. They like to have plenty of light and air round about their little nursery. Mr. and Mrs. Bluebird gather together some odds and ends of dry grass and stuff them into the hole. Mrs. Bluebird is very particular to make a nice soft bed for her eggs and babies. From four to six eggs are now laid in the nest. They may be pure white, but more often they are a pale blue. Then Mother Bluebird settles down to hatch them. And while she broods over them so quietly and patiently, her little partner sits on a twig near by and sings to her softly, over and over again, "Dear, dear, dear. Think of it, think of it!"

But if a cat comes prowling by or if anyone comes up too near the nest, the sweet warbling song stops and the angry little bluebird flutters round and round his home, scolding loudly, "chut, chut, chut," until the enemy has been frightened away.

If all goes well, the eggs hatch in about two weeks. But we must not expect to see the wee birds yet awhile, though we can hear them feebly piping inside the hole in the old apple tree. For the next week or two, Father and Mother Bluebird fly back and forth all day long. They are busily hunting up and down, and over and under the boughs of the orchard trees. One of the pair flies home very hurriedly with a beakful of insects and the cries in the nest grow louder and louder as the food is popped into one yellow, open beak and then into another.

Day by day, the nestlings grow stronger. Then one morning you will find four or five fluffy heads peeping out of the hole in the tree. The young bluebirds are taking the first look at the smiling world through the cluster of pink and white blossoms growing round about their doorway.

At last comes the most exciting day of all. One after another, the eager little birds tumble out of doors, flutter their wings and cling for dear life to the twigs and sprays of

the apple tree—screaming all the time for father and mother to come to take care of them. Mr. and Mrs. Bluebird are quite as excited as their children. They fly around encouraging them with soft twittering sounds.

Young bluebirds are not much like their parents. Only their wings and tail are blue. Their throats and breasts are thickly spotted with brown. They shed the brown feathers and in their places come blue ones.

Some say that the bluebirds help themselves too freely to the fruit in the orchard. But although they may peck a few pears with their sharp beaks, or eat a few cherries, they really do more good than harm by eating large amounts of harmful insect pests that eat both fruit and leaves.

Why shouldn't they have a few berries!

The Cardinal

The true home of the cardinal is in the sunny lands of the south where almost everyone knows and loves the beautiful redbird and his wild ringing song. We know him, too, because he comes north to spend the summer with us. Sometimes we will find a very brave cardinal who will risk a winter with us if we treat him kindly. Even though he does feel cold every once in a while he keeps on singing merrily, "What cheer! What cheer! Cheer-e-e-e!"

Sometimes the cardinal is called a winter redbird or the "scarlet cardinal." But he is not really scarlet—his feathers are really a bright red-rose color. On his head he wears a high feathery crest; across his throat a band of jet black and a black ring encircles his stout beak.

When springtime comes around, the lady cardinal actually builds the nest, which is rather loosely made of strips of bark, twigs, rootlets, and dead leaves and is lined with fine and dry grasses. The father bird helps by keeping watch over his home and boldly drives away anyone who comes near.

Virginia was a little Negro girl who lived down South in the sunny state of Tennessee. Her mother, like many other mothers, was interested in growing flowers. Virginia's favorite flower was the rose. She had a whole row of beautiful red rosebushes to care for.

"Honey chile," her mother said to her one day, "you all isn't keepin' up your rosebushes very well. Jus' look as how sick them petals are. They look jus' like lacey tulips."

You see, Mrs. Brown never could go to school so she didn't use very good English and the roses really didn't look that bad.

Virginia's big white eyes looked first at her mother, then at the roses. She felt very sad, for she watered the roses faithfully every day. She felt so sad that she couldn't even finish eating the berries in her hand. In fact, she dropped them on the ground and went into the house and cried. She did want her roses to look just as good and pretty as those of Norma Lee, the little girl next door.

Later on in the afternoon, she came again to look at her rosebushes. She noticed a beautiful redbird eating the berries she had dropped that morning.

"What a be-u-tiful birdie," she said out loud.

Now when the little birdie heard a noise so close to it, it hopped to the nearest bush

which happened to be Virginia's rosebush.

Virginia stood and waited for the redbird to come out. She stood watching and watching.

Mammy Brown, coming by said, "Why is you all standin' there so dumb like? Come on into the house and help me fix the water-melons for supper."

Virginia wanted to take another look at the beautiful redbird, but since she was such a good girl, she turned right around and went into the kitchen. Little did she think that the cardinal was having even a nicer feast than the one she had given.

About two weeks later, Norma Lee came into the garden and said, "Virginia, how come your rosebushes are so much better than mine? And what's that gorgeous bird I been seein' playin' round in your garden?"

"Mammy says it's a cardinal. He likes to come here 'cause one day when Mammy was sayin' as how my roses were like lacey tulips, I lost my appetite and dropped my berries. Mr. Redbird—that's what I calls him, he jus' came right in and helped himself. Then he found the bugs that was hurtin' my rosebushes. I like him, too. He can stay here now and fo' dessert I give him some seeds and berries. Maybe his sister will move into your yard if you put out some food. Then maybe your roses will be as beautiful as mine," Virginia said, with a great big smile.

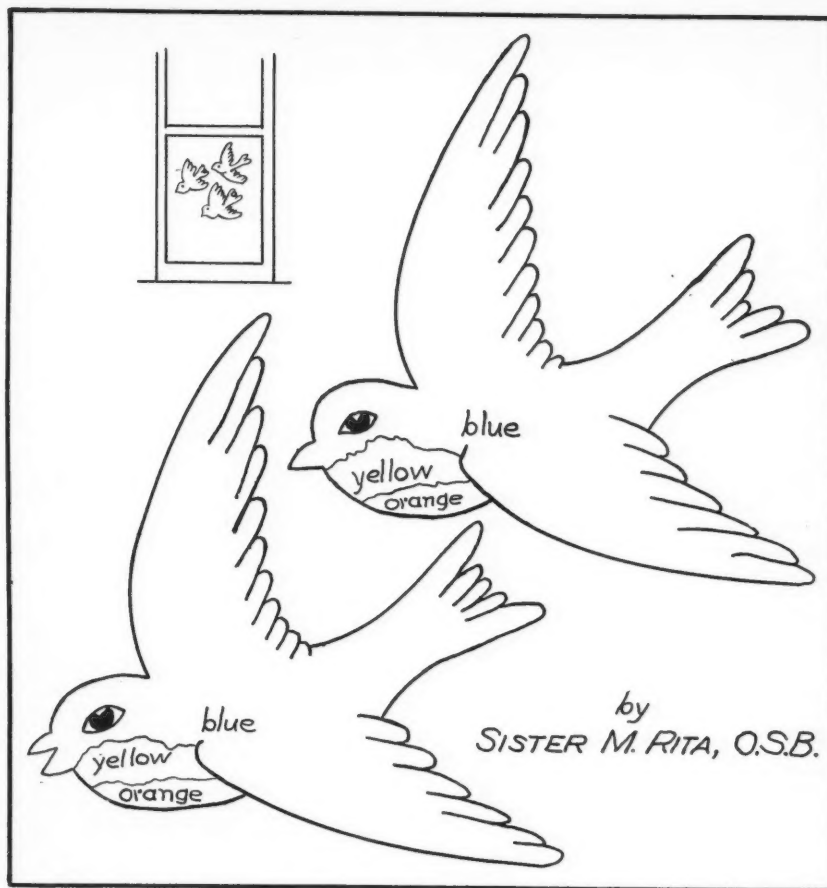
The Pheasant and the Bobwhite

Pheasants are birds of the East; that is, their native countries were India, China, and Japan and those other countries across the Pacific Ocean. Do you remember when Blessed Mother and St. Joseph had to go to their native country? They had moved to a different country, hadn't they? But, of course, it wasn't across a big ocean. All the pheasants that we have in our country are very satisfied and they have decided to stay.

For their food, the pheasants scratch around the ground for grains and seeds. Sometimes people like to have pheasants to eat—like chicken and turkey. But the food is very rich and if they eat very much of it, they will get sick. Since America isn't their native home, there aren't so many pheasants, so people who raise them for selling, get more money for them than for chickens or turkeys. Pheasants are mostly valuable for their brilliant feathers. Hasn't Mother a hat with a pretty green, red, or many-colored feather?

One day, Bobwhite (that's one of the pheasant's first names) dropped in to see Mr. Peacock. Now Bobwhite is one of the farmer's best friends because he eats so many things that injure the farmer's crops. He works happily all spring and summer and autumn, killing hundreds and thousands of wireworms, potato beetles, cucumber beetles, locusts and grasshoppers, caterpillars of all sorts, and every kind of insect that is an enemy to any farmer. Not only this, but the busy little bird destroys great quantities of weeds by gobbling up the seeds wholesale.

Mr. Peacock knew that Bobwhite was just about the farmers' best friend. He was sort of jealous. Yet, he thought himself the grandest bird in the world. And without even say-



A Bluebird Window Decoration.

ing, "How do" in answer to the lovely whistle, "Bob White, Bob White!" he spread out his beautiful plume of feathers and strutted up and down the yard.

Bobwhite was such a lovely bird that he didn't mind this at all. He seemed to know that God had made the peacock more beautiful than he and that, if it were not for the pheasants, people wouldn't have such beautiful feathers for their hats and fans, and Indians couldn't have such pretty feathers to take the place of hats. So he just went right up to Mr. Peacock and told him how beautiful he looked. This pleased Mr. Peacock very much and he stretched his feathers to the very end. Bobwhite thought he even looked more beautiful and told Mr. Peacock so. He had to tell somebody. If he only knew it, he was pleasing God because God made all these lovely birds and He is happy when He is told that His nice things are liked. Of course, the peacock had stretched his feathers so far that they couldn't be stretched any farther, and his head was so high in the air that he didn't see that he was near the well. Over he tumbled and drowned.

Which of the two birds do you like better, the peacock or the bobwhite? Why?

Do you know what it means to be as proud as a peacock?

The Chestnut-sided Warbler

Because the chestnut-sided warbler is a

guardian of the chestnut tree to catch insects, it is important to us as it helps us to keep our forests. It is a lively bird, yet a gentle one, easy to approach.

The nest usually has four or five eggs about the last of May or the first of June. It is built of rather looser texture than some other warblers employ. Yet it is quite a neat little structure, placed in a fork of a bush in its favorite pasture haunts quite low down, usually about waist high from the ground.

"I wonder which bird made that nest, Bobby. I haven't seen any like that before," said Billy as the two boys were coming in front of the large bush on their way home from school.

"Hm, I don't know. It's right in the fork of the tree but you can almost see through it. If I step on my tiptoes I can reach it, too," Bobby said as he stretched his arm high.

You see, Bobby and Billy were only in second grade. Like you, they liked to know about birds, too.

"I can touch it, shall I get it?" Bobby grunted.

"No, here comes a bird now. Let's watch it," Billy said. "See, it is white with black streaks and chestnut color on its sides."

"Look! He's coming right down to the nest, even though we're here. Isn't he friendly, Billy?"

"I like a bird like that. He knows we wouldn't hurt a bird unless he was harmful.

Let's ask Sister about him tomorrow," suggested Bobby.

Sister told them that they had seen a chestnut-sided warbler.

Three weeks went by before the boys thought about the bird again.

Billy and Bobby were climbing the chestnut tree in Billy's back yard. "Look, Bill, there's the same kind of bird we saw in that bush. See, he's getting the insects from the bark of the tree up there."

"Well, if he keeps the bugs away from the tree, we'll let him stay here," said Billy.

Bobby laughed—"He says he'll stay. Hear him warbling, Bob?"

The Killdeer

The killdeer spends most of the spring and summer with us. He is bigger than a robin and we can tell him by his two black bands across his breast and the smart white collar around his neck. Often he is seen running around the fields and pastures and plowed ground where he makes himself useful by hunting insects of all sorts. His shrill cry as he flies overhead—"kill-dee, kill-dee, kill-dee-dee-dee!" is a familiar sound of the countryside.

Mr. Killdeer is a very excitable and noisy bird. He seems always to be fussing and scolding, especially when his mate is quietly sitting on her eggs right out in the open in a patch of rough, gravelly ground. The spot on which Mrs. Killdeer is sitting can hardly be called a nest. It is just a shallow scoop in the ground and lined with a few pebbles. But it is hard to find because the four tan eggs spotted with brown look just like pebbles, too; and the baby killdeer are quite as hard to find in their dark speckled suits, among the stones of earth.

Tom was Farmer Brown's oldest boy. He liked to go fishing and he did go nearly every day during the summer. The day of which I am thinking right now, he was having a terrible time with his bait, as he sat beneath the big shady tree by the river.

"I guess I'll have to train these worms," he finally said. "I can't see why they don't stay on the hook every time I swing my rod."

Tom put another worm on the hook and again swung the line, first in back of him then around into the river. He wanted to get it out to the middle of the stream. The biggest fish were out there.

The same thing happened about six times and Tom thought that he was surely a bum fisherman and picking up his two measly fish, started homeward. Just as he turned around, five killdeer darted quickly into the air.

Tom knew right away then it wasn't the worms he'd have to train; it was the killdeer. Weren't they bright?

The Nuthatch

Some birds like us so well that they will stay with us all year long. That is, if they can stand the cold and are fed by us when most of the insect animals are sleeping.

It is now, when the leaves are falling from the trees, that we have the best chance of discovering a white-breasted nuthatch. For although he may have been living near by all

through the summer, the shy little bird hides himself away among the trees in the thick woods where evergreens grow. But in the autumn or in the wintertime we may catch sight of the small bird with a very short tail and wearing a black and white cape and a red-dish waistcoat. He will probably be climbing up and down the trunk of an old oak tree. Up he goes in many little hops to poke his strong, pointed beak into every crack in the bark where he thinks a little bug is hiding. Then he turns himself about and comes down again, head first—for he is just as happy upside down as right side up.

When times are hard and food is scarce, the nuthatch loses his shyness and will often come right up to the houses and help himself to the food set out on the windowsills for him. That is how Nancy got to know Mr. Nuthatch so well.

"Mother, why do we put out these nuts and seeds every morning for the birds?" Nancy asked as she opened the window a little.

"Why, Nancy," answered her mother, "don't you think the birds would starve if people didn't feed them? And then they would all die or leave us. Our evergreen trees would be the homes of bugs and mosquitoes instead of nice beautiful birds who sing for us."

"Look! Mother," called Nancy. "This little bird is taking the nut right from my hand."

Just as Mother turned to look, the little bird was on its way to store his food for supper.

"Will he come back again and take the rest of the nuts?" Nancy was excited now.

"Wait and see," Mother said as she went on dusting the chairs.

The little bird did come back every single day, too. He and Nancy became very close friends. Nancy watched him take his food and go to his home in the tree and hide it. He would sometimes sit on a branch and sometimes walk upside down along it when he got tired of sitting.

"We've got everything now for our circus but a tight-rope walker," said her brother as Joe and Nancy were playing one morning.

"Oh, I forgot to feed the birds," cried Nancy. "Maybe they'll starve and won't come to see us any more."

"Just when we were going to have some fun, too," said Joe.

Mr. Nuthatch was so hungry that morning, that when Nancy got to the kitchen window and pulled it up, in he hopped and perched on Nancy's hand. Now Nancy remembered that he could walk upside down and so she very carefully walked into the playroom. She placed him on the tightly stretched rope and instead of having just an ordinary tight-rope walker, they had an upside-down tight-rope walker.



They who do
their best do well.

— Sr. M. Rita, O.S.B.

The Redstart

Another little warbler we may see by the side of a woodland stream is the redstart, a wee black and red bird that whisks about singing, "ching-chee, chee; servee-swee, sw-e-e!" He seems overflowing with happiness, as if he thought summer was a lovely time.

The redstart's nest is nearly always fixed in the crotch of a tree from which we get sap, high above our heads. It is made with strips of bark, leaves, stalks, and soft, fluffy down from the plants, and lined with the finest rootlets; and the tiny white eggs in this neat little cradle are spotted and speckled with brown and lavender. When the eggs hatch and the birds come out of the shell, they look much like Mrs. Redstart who has soft olive-gray feathers on her back and head; and the colored patches on her breast, wings, and tail are yellow instead of bright red.

Everyone welcomes the redstarts home in the summer. They are such jolly, friendly, useful little birds. The other birds like them, too. That is why I heard Mrs. Bluebird saying, "Well, welcome into town, Mr. Redstart. We are very glad to see you. I hope you'll stay near us again. I always feel so safe when you are near."

"Thank you," answered Mr. Redstart. "Since you are such a good neighbor for one to have, I shall be glad to live near you." So Mr. Redstart began building his nest in the next big tree and Mrs. Bluebird felt quite safe when Mr. Bluebird was out finding food because the redstart is a very quick little bird that gets around in a hurry. And, too, all through the spring and summer, redstarts cheerily sing from dawn till dark as they flit lightly through the trees and thickets to the waterside. They dance through the leafy boughs, hunting, always hunting for insects that hide under the leaves and ruin our beautiful trees. Small caterpillars, bugs and beetles, flies and tiny moths are all found and gobbled up by these brisk little birds. Won't you be glad to see them next spring?

The Owl

In olden days, some people thought that owls were friends of witches and that they would bring all sorts of trouble to people who heard them. To be sure, there is something weird and uncanny about an owl. First of all, he doesn't let anyone see him in the daytime—unless the owls have some young ones at home—then you might hear a strange hissing and snoring noise coming from some old tree giving the secret away. After sleeping all day, they are ready to work at night. And what good work they do! All night long they hunt for mice, shrews, and other small animals, flitting like shadows over the fields and countryside. Then in the dawn, when other birds are just beginning to wake up, the owls fly home to bed.

Screech owls are not all the same color. They may be dressed either in gray or reddish brown. Very often Mr. Owl is red and Mrs. Owl gray and the little owlets may be all red, all gray, or some of one color and some of another. But whether they are red or gray, these plump little owls always have feathery ear tufts which stand up like horns on the tops of their heads.

The Screech Owl

The owl is a very, very homely bird,
From a field of mice, he catches every
third.

He floats through the air with wings of
felt;

If I met him there, I'm sure I'd melt.

He sleeps with his head 'neath his
wings all day,

Giving the other birds chance for prey.
But we shouldn't fear him, he's really
nice

For he rides the farmers' fields of mice.

Now if you should meet him on Hal-
loween night

Please don't let him give you a fright.
He's not nice to look at, but then you'll
agree

Than a mouse in the field, you'd see
an owl in a tree.

—S. M. J.

The Carolina Paroquet (Pall-parrot)

Wild species of parrots are rare because
people did not like the bird that ate so much
fruit in the orchards. They crave mulberries.
They like to peck apples to eat kernels so
that the fruit rots and perishes. Parrots are
chiefly green, combined with other beautiful
colors. People tell them right away by their
hooked beak which enables them to eat hard-
shelled nuts. From three to five white eggs
are laid in a crude nest in a hollow tree. They
will become tame in two days. They also
thrive on thistles which they hold in their
feet, bite out the milky seed while the fluffy
down that is left floats away beneath them.

Parrots make delightful pets. They are very
intelligent and like their owner very much
when they are treated kindly. Although, nat-
urally, they have harsh voices, many of them
can imitate almost any sound they hear,
whistle tunes, and learn to talk. There is one
gray parrot that always says, "Want to come
out!" when she wishes to come out of her
cage. She says "good-by," when people leave
the room and "good-night" when she is cov-
ered up for the evening.

One Saturday morning, Jimmie and Johnny
and their two sisters, Mary and Molly, went
on a picnic. They thought they would be real
scouts and go up to the top of Polly Hill to
have a wiener roast. Mr. Black said he would
build the fire for them.

"Getting to the top isn't so easy, is it?"
said Mary just after they had gone a little
way.

"Just like a girl," answered Jim. "Are you
tired already?"

"Well — just a little," replied Mary.

"We'll eat many wieners when we get to
the top," Molly said.

"I know that I'll eat five and maybe six,"
said Johnny as he put his hands to his
stomach.

The little party walked on and on. Every
once in a while they stopped to rest. Once
they saw a robin trying to get a nice big
worm out of the ground. The worm didn't
want to be eaten so it held fast to its home

and all at once, it broke in two and the robin
fell back on the tip of its tail.

"We're here," cried Jim as he ran toward
the side of the cliff.

"We're here," came the echo from some-
where.

"Who said that?" they all whispered look-
ing at one another.

"I don't know," Mr. Black answered.

Jim called again, "We're here."

"Who are you?" Johnny called.

"Who are you?" came back the answer.

"Oh, I know! It's an echo," said Mary.

"No, it's not an echo," Mr. Black said. "It
is coming from the foot of this path."

"Let's go down and see," said Molly.

"Let's eat first." Jim was sure that he was
starving.

Mr. Black built the fire and helped them
roast the wieners. He also helped to eat them.

"Um! they're good!"

"What will we do with these two slices of
bread, throw them into the fire?" said one of
the girls as they were cleaning up.

"Oh, no! the birds can have a picnic, too.
See, there's a bluebird over there now," Jim
said.

"All right, let's start down this path," Mr.
Black called. "Everybody ready?"

"I wonder who that could be," Molly said
as they all looked in every direction.

"I don't know, but he's very smart, who-
ever he is," said Mary. "He says it just like
us."

There at the foot of the path was Captain
Beard to greet them. "Did you answer us?"
Johnny said right away.

"Why, no!" answered Captain Beard.

"Then who did?" Mary wanted to know.

"I think you'll find the answer over there
in that cage," Captain Beard said, pointing
toward the porch.

Of course, they all looked. Who do you
think was there?

Nobody but Polly.

The Woodpecker

The favorite places of the woodpecker
seem to be the dead tops of forest trees and
tracts of forest that have been burned, leav-
ing only dead stubs. Not having natural homes,
he will build his home in telegraph poles,
fence posts, and similar places.

The redheaded woodpecker adds grasshop-
pers and flies to the regular diet. When he
sees a grasshopper he wants, he springs upon
it and then he returns to his lookout station
on the dead stub or fence post. He will chase
a fly for some distance through the air and
having caught it, returns to his position to
wait for another.

Mr. Dawson describes this characteristic:
"The woods and groves resound with their
loud call, 'Quee-o-quee-o-quee.' These queer
cries are not unpleasant. When one of them
flies into a tree where others are gathered,
all set up an outcry of yarrow, yarrow, yar-
row, which does not subside until the new-
comer has had time to shake hands all around
at least twice."

Even though the redheaded woodpecker
does eat everything from strawberries to
oranges and from pecking corn from the ear
to eating the eggs of poultry and pigeons, we

still call him a friend because he always has
his eyes open for insects and other harmful
animals.

In the autumn, the redheads go nutting in
the woods. They like the beechnuts best of
all, and before the leaves have fallen, the
birds have a fine time climbing about the
heavily laden trees, picking and husking the
tender green nuts. Not only do they crack
and eat nuts on the spot but they store them
away for the winter.

"Did you hear that funny sound in church,
Betty?" Jane said just as they came down the
steps.

"Yes, what was it? It sounded just like
someone tapping on the roof. Surely no one
would be tapping on the roof during Mass.
They would come in to pray," Betty was won-
dering, too. "Let's go over to the side of the
yard by the bird bath. Maybe we can see,"
she said.

They hurried over. Do you know what they
saw? A bird with a black back, a white neck,
and red chest and head.

"Oh, there's what was making all the noise.
Listen!" and Jane put her hand to the back
of her ear. "Rat-a-tat-tat —" she heard again.

"Yes, that's just what I heard in church,
too; the poor, poor woodpecker. Maybe he
thinks the top of the church is his tree home."

Just then, the woodpecker did wake up and
find there were no insects there to live on.

Betty and Jane watched him. He flew right
to the telegraph pole. On his way he caught
some flies. That makes him a very good friend
of ours.

PRAY — AND SWING

You may have read in last week's papers
about the heroine of New York City, Mrs.
O'Brien, who routed two thugs by just pray-
ing and then swinging. While making beds
in the New York Athletic Club where she
was employed, she turned around to find her-
self facing two robbers. They demanded her
room keys, obviously to rob some club guest.
When she demurred, protesting loyalty to
her employer, they pointed a revolver at her.

She thereupon stuck her hand in her pocket
where she had her keys — and a Crucifix. She
clutched her Crucifix, then, as she relates it:
"I said to myself, 'O God, give me strength.'
Then I hit him a bat on the side of the jaw
and he went sprawling."

Her technique gives a good tip on getting
rid of temptations, of burglars who would
rob us of the state of grace, who would make
us betray our loyalty to Christ.

Mrs. O'Brien grabbed for her crucifix,
murmured a prayer: "God, give me strength"
— and swung. Do the same with temptation.
Don't debate, act! Murmur a prayer and
swing on the temptation or swing to some-
thing else. Distract your mind, stir yourself.
In any event get moving, or as one student
expressed it, "Scram."

When you send the temptation sprawling,
you'll get no applause or acclaim in the news-
papers, but you'll be a hero with a victory
over yourself, a victory recorded eternally
in heaven. — *Religious Bulletin*, University of
Notre Dame.

A Third-Grade Unit on the Value of Seeds

Sister M. Vincentia, O.P.

Construction of the Chart

The cardboard backs of tablets served as material for the background of our classroom seed chart. This chart was tacked to the bulletin board and the children fastened the

various types of seeds to the chart as they brought them to school.

Types of Seeds Studied

- (1) *Trees: seeds that give us shade.*
Oak — acorn

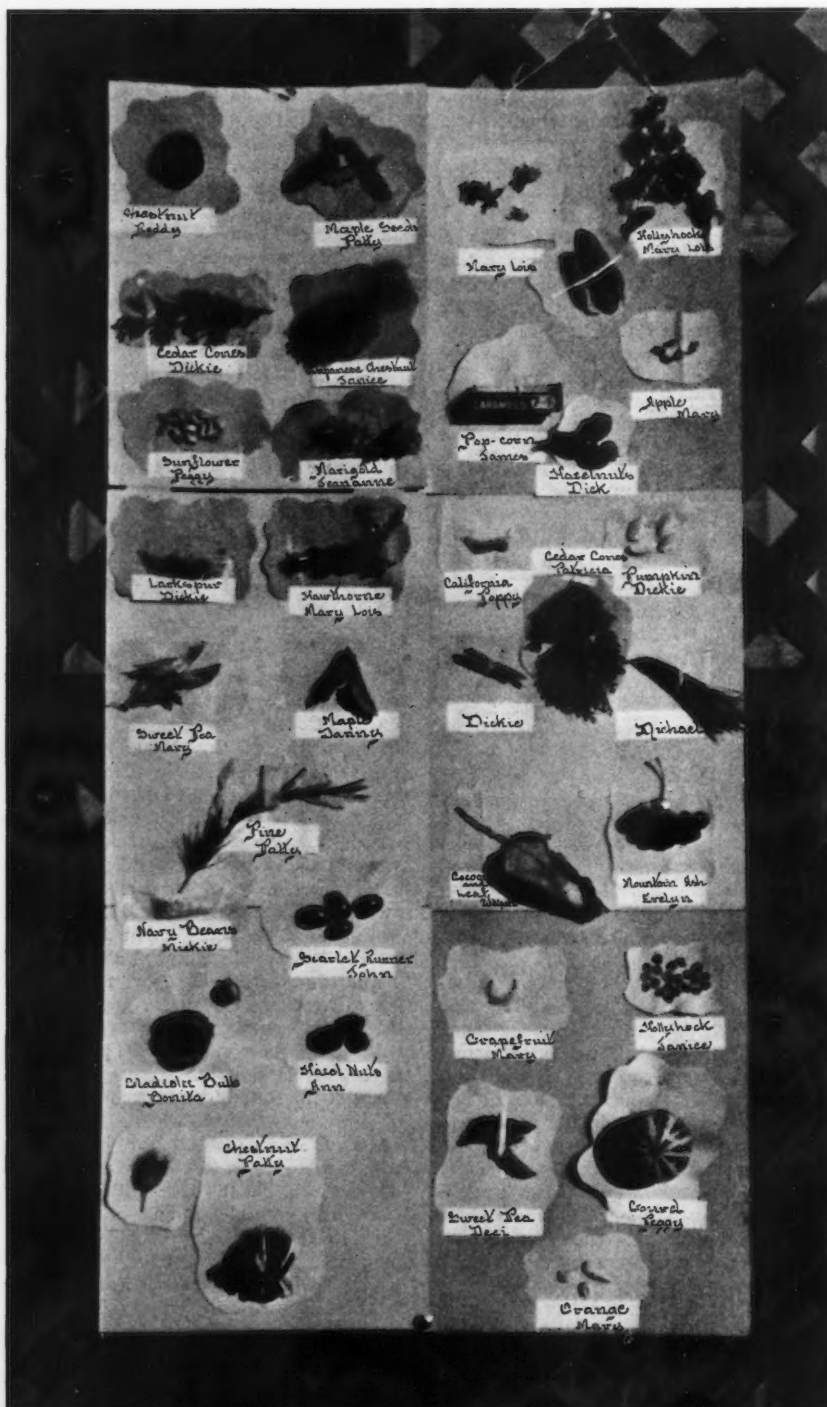
Maple and Alder — winged seeds
Mountain Ash and Holly — berries
Cedar, Fir, and Pine — cones
Apple, Grapefruit, Plum, and Orange — fruit
Chestnut and Walnut — nuts

- (2) *Flowers: to make our homes and gardens more beautiful.*

Sunflower	California Poppy
Hollyhock	Nasturtium
Marigold	Sweet Pea
Gladioli	Larkspur

- (3) *Vegetables, Fruits, and Nuts: food for our people.*

Beans	Orange	Chestnut
Pumpkin	Apple	Walnut
Peas	Plum	Hazelnut
Popcorn	Grapefruit	Peanut



A Display of Seeds Collected by the Children.

Pan-American Lure

Sister M. Crescentia, O.S.F.

We worked out a project during the past semester which we found to be very worth while. After we had studied about the 21 republics we decided to learn more about them than our text gave us.

Slips, each containing the name of one of the republics, were passed among the children, each receiving one. The pupil was then instructed to use any reference material available to find out all he could about that particular country and then to hand in the following by the end of the month:

1. The flag of the republic, made of cloth (21 in. by 31 in.).
2. One or more posters showing the natives or some object of general interest.
3. An illustrated booklet containing important facts about the country and people.
4. A modeled object for our display shelf.

After these were completed we learned several folk songs of the more important countries and became acquainted with their literature, language, and religious customs. A song in Spanish, "Adios," was taught in music class and a Spanish dance during an activity period.

We collected pictures of Spanish churches and public buildings and discussed Spanish architecture during an art class.

Thus the children had an opportunity to become acquainted with their much-discussed neighbors, in a pleasant way, and the knowledge gained through this project will serve them well in the future when our relations with our sister republics become more involved.

A Lost and Found Box

Sister M. Hermina, O.S.B.

In my first and second grade room I have a Lost and Found Box, which is a great help in recovering lost articles. When a child finds a pencil, color, scissors, ruler, etc., he drops it into the Lost and Found Box. The children always know where to go to look for their lost articles. This saves much time for the teacher.

The Fabric of the School

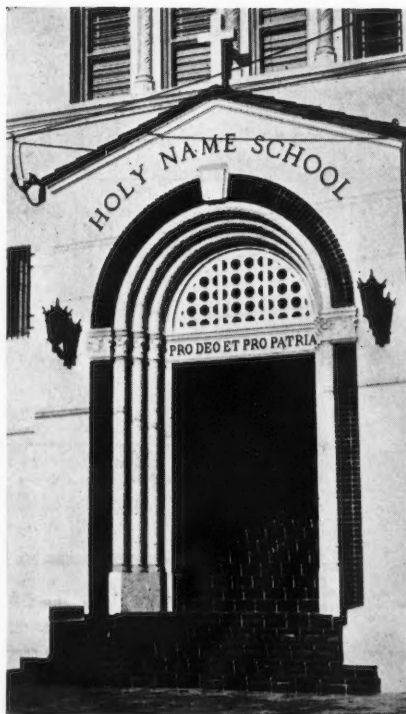
A Parish School for a City Situation

The planning of elementary school buildings for parish use is deeply influenced by the necessity of solving two related problems. Primarily and of greatest importance is the matter of serving children for the greatest possible educational advancement. Secondly and of considerable difficulty is the adjustment of the building plan to the limitations of site, orientation, and the ability of the parish to pay. Such added problems as safety to life, the promotion of good health, the harmonious architectural development of the total parish buildings, and the arrangements of various areas to serve the social needs of the parish provide minor challenges to the pastor and his committee and to the architect.

The recently completed school of the Holy Name Parish, in San Francisco, provides an example of careful planning and harmonious solution of the problems suggested in the foregoing paragraph. The structure deserves the study of the parish school authorities as a most economical and widely useful church and school suited to a typical city situation.

The building consists of two parts: (a) the parish church, which is so planned that it may later be converted into a gymnasium-auditorium, and (b) the school building proper.

The basement of the school contains a well-



planned cafeteria, so arranged that it will serve children who come considerable distances and who cannot reach their homes during the noon recess. The room is ample for Holy Name breakfasts and parish suppers, and can be converted into a meeting room for larger social groups. On the same floor there are a large activity room, several storage rooms, boys' and girls' toilets, and space for the janitor.

On the first floor there are a kindergarten, four standard classrooms, with double cloakrooms and teachers' closets, an office for the Sister Superior, and a health clinic. The kindergarten has separate boys' and girls' toilets adjoining it, and is provided with an outside entrance so that the small children may be entirely free of contacts with the older pupils.

On the second floor there are six classrooms, boys' and girls' toilets, a study room, and a library.

Quite appropriate for San Francisco is the adaptation of Spanish Colonial-Romanesque design in which the exterior of the building has been developed. The entire building is constructed of reinforced concrete and structural steel so that it is not only fireproof but also quakeproof. The exterior finish is cement, cast stone, red terra-cotta tile roof, and copper flashings, gutters, and spouts. The corridor floors and stairs are finished with terrazzo; the entrances have quarry-tile floors and base, and plaster walls and ceilings. The classrooms have linoleum floors and a



The New Combination School and Church Building for the Holy Name Parish in San Francisco.

— John J. Foley, San Francisco, Architect

minimum of hardwood trim. The toilets are finished with plaster walls, asphalt-tile floors, Keene's cement wainscoting, and metal toilet partitions. The plumbing is of the heavy duty school type, with porcelain fixtures. The cafeteria and the basement activity rooms are finished with asphalt-tile floors and plaster walls.

The church is rather simply finished with hard maple floors and wood base, and plaster walls and ceilings.

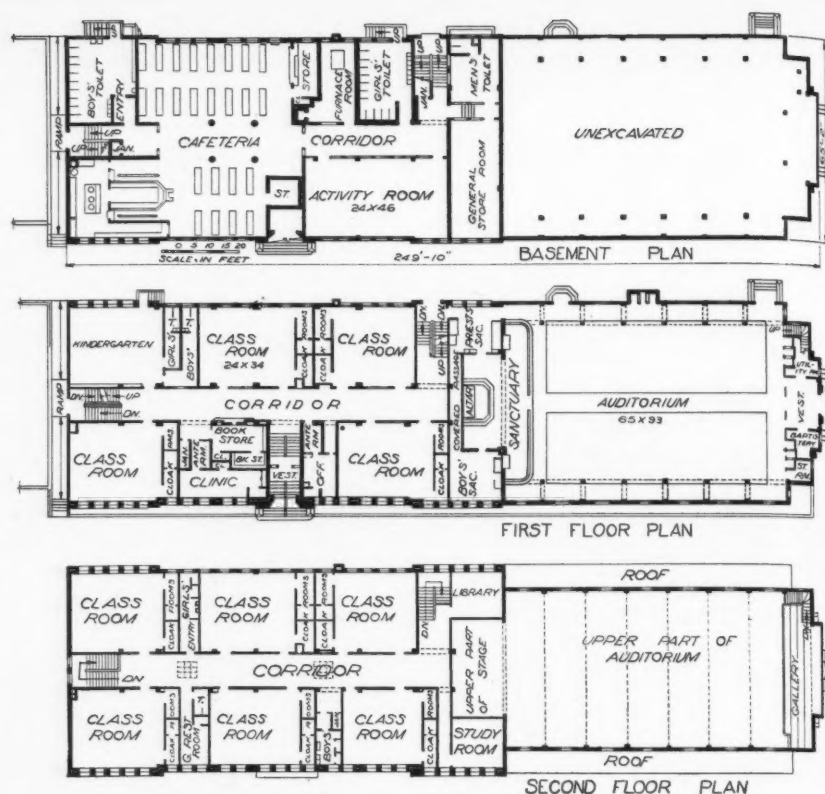
The building is heated by means of a complete vacuum-steam system, thermostatically controlled, with an oil-burning steel boiler to provide power. Concealed or indirect electric lighting is used throughout the building. The latest type of movable pupils' desks, tables, and chairs have been installed. A complete electric clock-and-gong system, combined with radio and loud-speaker outlets, is installed.

The playground adjoining the rear of the school will be surfaced with asphalt and equipped for basketball and other games.

The building which was planned by Mr. John J. Foley, architect, of San Francisco, has a normal seating capacity of 650, and cost \$170,087. The equipment cost \$4,595, making the total expenditure \$178,705.

The educational planning of the school was approved by the Rev. James J. O'Dowd, diocesan superintendent of schools. The Rev. Richard Ryan is pastor.

*Floor Plans
Holy Name Church
and School.*



Catholic Education News

The Menasha Vocational Plan

*Rev. Joseph A. Becker**

Menasha, Wis., one of the twin cities (Menasha and Neenah) has a population of more than 10,000. It is an industrial city. It employs hundreds of men in its seven paper mills and printing shops. There are two high schools in Menasha. Menasha High School has courses in printing, shop, woodworking, and mechanical drawing. The "Menasha Plan" is to admit boys from St. Mary High School, a few blocks away, into any of these vocational training classes. A boy registered as a student in St. Mary literally attends both high schools, taking those subjects at Menasha High School which are not offered at St. Mary. The Menasha High School teacher gives the boy a grade which is entered permanently in St. Mary records. This unique co-operative plan was made possible through the progressive spirit and civic kindness of the Menasha school board at the request of St. Mary High.

The benefits of the plan are evident. The 38 boys from St. Mary, approximately 20 per cent of its 170 boys, are chosen on the basis of their attitude or "bent" toward shop. Employers want this aptitude developed in the

schools so that the time of apprenticeship is made easier and, in some cases, unnecessary. Many boys from both high schools have found access to industry much easier from a curriculum planned for their community needs. All the boys become pals in the workshop which is really a new school.

*Principal, St. Mary High School, Menasha, Wis.

National Catholic Book Week

November 2-8, 1941

Francis J. Dermody,

THE first National Catholic Book Week was held in November, 1940. This was a challenge. A challenge to determine the efficacy and power of such an undertaking; to see whether a project of national magnitude and universal value could awaken in Catholic minds a realization of the golden heritage resident in Catholic literature. This was 1940.

The Second Observance

By way of answer, the second National Catholic Book Week is to be held November 2-8, 1941. The response to this project not alone commended its merit, but demanded its continuance. Catholics, once attuned to these

channels of wealth and riches, have awakened to the realization that in this, in Catholic literature, is the bridge from the past to the present.

Consequent upon these considerations, it was immediately evident to the Committee of the Catholic Library Association charged with the success of this project that there must be some concrete basis to realize its objectives. By study of the problem it was determined to achieve this end by formulating *A Reading List for Catholics*—a reading list which would promote Catholic literature to the benefit of Catholic and non-Catholic alike. Once again, by way of testimony, *A Supplement to the Reading List for Catholics* is to be issued this year, adding the newer publications.

The Reading List

The *Reading List for Catholics*, compiled in 12 sections, each with its own annotations, and each by an eminent authority in his own field, in science, religion, general reference, education, biography, fiction, young people's works, philosophy and psychology, social science, literature, bibliography, and mission literature, has accomplished the feat of bringing to a single work a bibliography of Catholic literature of all character.

Each section has its own inherent interests

(Continued on page 10A)



Scientific, super-speed test, proves the Underwood is faster than human hands can ever hope to be. Underwood speed at times reaches rate of 290 words per minute!

217.9 Words per Minute!*

UNDERWOOD PROVES SPEEDIER THAN SPEEDIEST HUMAN HANDS

IMAGINE a stock model Underwood operating at a rate of 217.9 words a minute—placing clean-cut type impressions on paper at the startling speed of 18 strokes to the clock tick. Imagine a typewriter operating at a rate of speed that would make it possible to dash off an entire column of The New York Times in 5 minutes, type The Declaration of Independence in 6 and copy Lincoln's Gettysburg Address in less than a minute and a quarter!

For that is the *certified* performance of a stock model Underwood operated by mechanical "fingers" in a test conducted at the Research Laboratory of the Underwood Elliott Fisher Company at Hartford, Connecticut.

Because Underwood engineers sought to determine the Underwood's performance at speeds far beyond the limitations of human hands, the Underwood was operated at 290 words per minute for individual lines, while the score for the complete test (including carriage returns, etc.) was 217.9 words per minute!

It is significant of Underwood precision manufacturing that even at three or four times the speeds at which most typewriters are operated, the character of the Underwood's finished work in

Right: Underwood (S-Master Model) Typewriter as used in super-speed test in Research Laboratory at Hartford, Conn.



More World's Championships have been won on Underwood Typewriters than on any other make of machine—27 in all, by eight different operators. And now, the scientific, super-speed test conducted at Hartford proves that with Underwood you get—MORE speed than you'll ever need!

this test was clean-cut, evenly spaced and in good alignment.

Ease of operation—smoothness of performance—a fine quality of impressions—plus a tremendous reserve of speed—here are the qualities you get in the Underwood.

*Scored in accord with International Typewriting Contest Rules . . . 5 strokes to the word.

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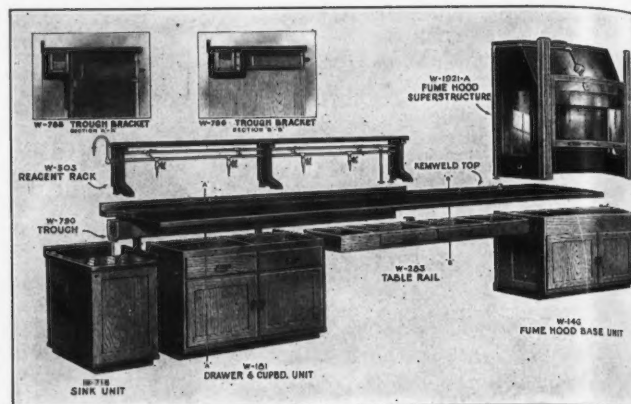
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Kewaunee Automatic Adjustable Stools and Chairs with seats that lock instantly and automatically at "Heights that are Right."

Illustration above shows how Standard Furniture Units are assembled by the Kewaunee "Cut-Cost System." This Kewaunee Laboratory Table No. W-2045 is made up of 10 Standard Kewaunee Units.



Fume Hood No. W-1980 for Air-Conditioned Laboratories.

Instructor's Table No. W-1511

Catholic Education News

(Continued from page 254)

as well as extrinsic attractions for certain minds, as is the case, say, in the field of education. This section, compiled by Dr. Edward A. Fitzpatrick, president of Mount Mary College, Milwaukee, and Editor of this JOURNAL, contains "A list of solid but nontechnical books published since 1910, in which the ordinary or average Catholic reader could find out the general principles of a Catholic system of education." Here we have enumerated the works of Popes Pius X and XI, Allers, Lindworsky, to mention but a few.

Publicity for Catholic Literature

The goal of the project, the publicity of Catholic literature, that which is best not only in spirit and tradition, but also the best in literary effort, has been accomplished in the *Reading List for Catholics*. It has been attended by the best effort and needs only the continued response of Catholic readers to assure its permanent success. Charged with the success of the project, under the auspices of the Catholic Library Association, are Charles L. Higgins, Boston Public Library, as National Chairman; John M. O'Loughlin, Boston College Library, as Editor of Publications; and Francis J. Dermody, Boston Public Library, in charge of publicity.

The resurgence of Catholic literature to a position of prominence is in great measure attributable to the interest and activity of

the Catholic Library Association in promoting National Catholic Book Week and the selection and adoption of the *Reading List for Catholics* as the medium of expression for this movement. This is the "Second Spring" of Catholic literature.

Organize a Local Committee

To assist in achieving the success of National Catholic Book Week, local committees are determined to promote the Week in their immediate vicinities, preparing in advance the multitudinous details attendant upon any such undertaking. The local committees, with diocesan authority, then are charged with the actual programs of the Week, including all local publicity, as radio, newspaper and periodical articles, while, then, it becomes the function of the National Committee to coordinate and unify the activity of these local groups while, itself, maintaining national publicity and coverage of the event.

The National Catholic Book Week has been adopted by the Catholic Library Association as an attempt to introduce the average Catholic layman to a more comprehensive understanding of the treasures of Catholic literature by having him associate, know, and make his own the volumes of Catholic lore.

Broadcast on November 2

To further the success of National Catholic Book Week and its tributary, *The Reading*

List for Catholics, every resource of publicity has been taken, and is being invoked to effect national interest and consciousness by exploiting every means to further interest in this project. As is the case in the projected hope for a national radio program over a major network for November 2. As this is written, negotiations are still in progress to accomplish this achievement. Results will be announced, as immediately as possible, by the diocesan press.

BENEDICTINE EDUCATORS MEET

Studies in methods for co-ordinating and directing the entire curriculum to the proper ends of Catholic education through the application of supernatural principles to every subject taught were continued at the 24th annual meeting of the National Benedictine Educational Association held July 5-8 at Belmont Abbey College, Belmont, N. C. Benedictine educators from the high schools and colleges conducted by the Order assembled from every corner of the nation for the sessions which, in the absence of the association's president, the Rt. Rev. Alcuin Deutsch, of St. John's University, Collegeville, Minn., were presided over by the Rt. Rev. Vincent Taylor, abbot of Belmont, and host to the convention.

Discussion by the group followed papers read by the Rev. Lucien Senecal, professor of French, St. Benedict's College, Atchison, Kans.; Very Rev. Joseph Kreuter, professor of Greek, St. John's Seminary, Collegeville, Minn.; Rt. Rev. Procopius Neuzil, abbot and president of St. Procopius College and Seminary, Lisle, Ill.; Rev. Bede Ernsdorff, instructor in chemistry and cosmology, St. Martin's College, Lacey, Wash.; Rev. Raphael Arthur, professor of economics and philosophy, Belmont Abbey College; Very Rev. Dr. Raymond Egler, professor of history, St. Joseph's College, Saint Benedict, La.; Rev. Dr. Sylvester Schmitz, (Continued on page 12A)



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A practical "hobby club" for your pupils—THE NATIONAL JUNIOR SEWING CLUB

HERE IS A CLUB that girls love to join, because they can make useful things, and have fun besides.

Sisters in Catholic Schools, as well as parents, are delighted with the fine work being done by these busy Junior Sewing Clubs. If your school already teaches sewing, this club will help speed your classroom work. If you don't teach sewing, here is a fine chance to give your girls instruction in a useful home art.

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An Open Letter

to Librarians and Superintendents:

To protect you against any increase in prices we may be forced to make in the future—due to the threat of war shutting off supplies in many industries—we sincerely urge you to anticipate your library needs now for the coming year. You will buy more wisely, and get the added savings of Gaylord's quantity discounts.

You who have used Gaylord products know the high quality of our materials . . . and the smart, modern designs that are setting a new style trend in library equipment.

Take advantage of Gaylord's present prices while they are still at the regular "peace-time" figures. Send in your orders as soon as possible. All orders received in September will be filled at present prices.

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Catholic Education News

(Continued from page 10A)

St. Benedict's College, Atchison, Kans.; Very Rev. Norbert Spitzmesser, Marmion Military Academy, Aurora, Ill.; Rev. Dr. Gregory Schramm, St. Mary's High School, Newark, N. J.; Rev. Meinrad Hoffman, St. Meinrad's Seminary, Saint Meinrad, Ind.

The Rt. Rev. Vincent Taylor was elected vice-president and the Rt. Rev. Lambert Burton, abbot and president of St. Martin's College, Lacey, Wash., was re-elected secretary-treasurer for the 24th consecutive term.

Plans were discussed for the fitting celebration of the silver jubilee meeting of the association next summer.

PERSONAL NEWS ITEMS

¶ Rt. Rev. Msgr. James Joseph Sweeney has been appointed bishop of the new diocese of Honolulu. This diocese will include all the Hawaiian Islands.

New Presidents and Superiors

¶ Rev. Michael J. Martin is the new president of Loras College, Dubuque, Iowa.

¶ Brother Austin, F.S.C., is the new president of St. Mary's College, St. Marys, Calif.

¶ Rev. John J. Hartigan, professor at St. Joseph's Seminary, Dunwoodie, N. Y., has been appointed president of Cathedral College for pre-seminary students of the Archdiocese of New York. Very Rev. Dr. Phillip J. Furlong, who has been president of Cathedral College, is now principal of the new Cardinal Hayes Memorial High School in New York City.

¶ Dr. Clarence E. Manion is the new dean of the college of law at the University of Notre Dame. He has been professor of law at Notre Dame since 1924, and in 1935 he was appointed director of the National Emergency Council for Indiana. Dr. Manion is the author of a recent high school textbook in civics.

¶ Rev. Timothy J. Coughlin, S.J., is the new president of Canisius College, Buffalo, N. Y. He succeeds Very Rev. Francis A. O'Malley, S.J., who died in June.

¶ Rev. William G. Griffith, S.J., Ph.D., is the new dean of the Fordham School of Business and of Fordham College (Manhattan Division). He succeeds Rev. Thomas J. Murray, S.J., who has gone to Georgetown University.

¶ Very Rev. Joseph Vaskas, M.I.C., is the new rector of Marianapolis College, Thompson, Conn. He succeeds Very Rev. John C. Navickas, M.I.C., who has been rector for 15 years and is now provincial.

¶ Very Rev. Edward V. Stanford, O.S.A., has been re-elected for his tenth term as president of Villanova College, Villanova, Pa.

¶ Very Rev. Ruellan P. Fink, O.S.A., of St. Rita's High School, Chicago, Ill., is the head of the new midwestern province of the Order of St. Augustine.

¶ J. C. McCaffrey, of Davenport, Iowa, has been appointed dean of the Springfield Junior College, Springfield, Ill. Mother Barbara, O.S.U., is president.

¶ Sister Mary Chrysostom, S.S.J., dean of Marymount College, Salina, Kans., for the past 18 years, is now superior general of the Order. She is one of five sisters in the same family who are members of the Congregation of the Sisters of St. Joseph.

Professional Honors

¶ Dr. John L. McMahon, of the Catholic University of America, was re-elected president of the Catholic Association for International Peace at its 15th annual conference.

¶ James E. Cummings, assistant director of the department of education of the N.C.W.C., was elected vice-chairman of the National Committee on Education by Radio at its semi-annual meeting at Columbus, Ohio, early in May.

¶ Rev. Dr. James A. Magner, procurator of the Catholic University of America, Washington, D. C., was chairman of a Latin-American forum conducted at the annual convention of the Cath-

olic Students' Mission Crusade in Rochester, N. Y., June 27. Speakers in the forum were students of Catholic colleges and universities who are natives of Latin American countries.

¶ Dr. Eugene M. K. Geiling, professor of pharmacology at the University of Chicago, has received the 1941 Mendel Medal from Villanova College. He is well known for his studies on insulin and glands.

¶ Dr. Edward A. Doisy, head of the department of biochemistry at St. Louis University, has received the 1941 Willard Gibbs Medal. He is noted for his research with vitamin K, which influences blood coagulation.

¶ Very Rev. Robert I. Gannon, S.J., president of Fordham University in New York City, was the recipient of an honorary degree of doctor of letters from Columbia University.

¶ Sister Doloretta Thorn of the Sisters of St. Joseph, head of the department of chemistry Villa Maria College, Erie, Pa., is one of three women who are members of the National Council of the American Chemical Society. She is the only nun ever to hold a national office in the Society.

¶ Rev. John J. Dillon, O.P., president of Providence College, Providence, R. I., has received an honorary degree from Brown University.

¶ Rev. James J. Tompkins, of Antigonish, N. S., received an honorary degree from Harvard University as "a Nova Scotian priest through whose leadership and teaching an agricultural people learned to become masters of their own economic destiny."

¶ Monsignor John A. McKeever, pastor of St. Martha's Church, Akron, Ohio, was presented with a gold cross and chain by the American Automobile Association, in recognition of his service in originating the school-boy traffic patrol system, which now protects more than 8,000,000 school children throughout the United States.

Professional Activities

¶ Rev. William J. McGucken, S.J., director of the department of education at St. Louis Uni-

(Continued on page 14A)

Announcing

a NEW MESSENGER ... for Catholic Pupils not attending Catholic Schools

This year the MESSENGER SERIES extends its services into the field of religious instruction of Catholic children not attending Catholic schools. Beginning in September a special CONFRATERNITY edition of JUNIOR CATHOLIC MESSENGER will appear each week during the school year. Half of the new CONFRATERNITY edition, and in many cases much more than half, will be devoted to special religious instruction material. The remainder will include the many features that have made the JUNIOR MESSENGER a favorite in intermediate classrooms throughout the country, by providing *interest* as an incentive to learning. (250,000 pupils of Grades 3, 4, 5 use the JUNIOR MESSENGER each week during the school year.) The Reverend George M. Dennerle, editor of the new CONFRATERNITY edition, is well-known as the author of many religious instruction books for children. Father Dennerle is also the author of the religious instruction manual issued by the National Center of the Confraternity of Christian Doctrine for Grades I-IV.



Both basic and supplementary religious instruction material will be provided in the new edition. The basic material follows the new Revised Catechism (No. 1, for children under 12). Vocabulary is based on the 3rd, 4th, and 5th grade level (intermediate).

Still at your service - better than ever!

The 3 School Messengers



Teachers, from the primary grades through junior high, have come to rely on the three MESSENGERS to provide the vital spark of *interest* that makes learning easy. Each MESSENGER is designed for one of the basic grade groups — primary, intermediate, and upper elementary.

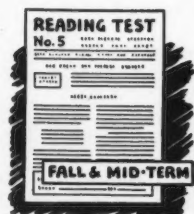
The TEACHER'S GUIDE, appearing quarterly during the school year, is sent without charge to teachers using the MESSENGERS in classwork. A manual in periodical form, the TEACHER'S GUIDE shows how the MESSENGERS may be correlated with school studies.

Once each month every package of the 3 MESSENGERS will contain a special guide sheet for the teacher, analyzing the contents of that issue with respect to its most advantageous use in the classroom. Topics for class discussion will be suggested; reference sources for further study will be listed.



POETRY APPRECIATION

Teachers of pupils who "just don't like poetry" will find another new MESSENGER feature especially helpful. Once a month, in each of the MESSENGERS, Doctor Donald F. Connors of Fordham University will select a well-known poem for analysis and explanation, supplemented by additional help in the monthly study-guides, and in TEACHER'S GUIDE.



Standardized reading tests appear as special supplements to each of the three MESSENGERS twice during the school year. These tests, prepared by Doctor T. G. Foran, of The Catholic University of America, help teachers to check their pupils' progress in reading ability.

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HOME COOKED GOODNESS

Edelweiss Jellies and Preserves

Prime favorites among the wide assortment of Edelweiss jellies and preserves are old-fashioned bitter orange marmalade, currant jelly and tomato preserves. They bespeak the quality nurtured into every variety. All are made in Sexton Sunshine Kitchens—cooked in small batches assuring a flavor and delicacy comparable only to that produced by the most expert and exacting culinary artist.



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Catholic Education News

(Continued from page 12A)

versity, championed the practice of supervision of actual teaching in college at the annual institute of administrative officers at the University of Chicago.

¶ REV. DR. JAMES A. GEARY, of the Catholic University of America, is translating into English a large amount of Indian folklore written in the language of the Fox tribe. The original documents are at the Smithsonian Institution.

¶ MOST REV. VINCENT J. RYAN, bishop of Bismarck, president of the Catholic Rural Life Conference, has announced the appointment of Mr. Eugene S. Giessler as assistant to Rt. Rev. Msgr. Luigi Ligutti, executive secretary of the organization. Mr. Giessler was born on a farm near Chippewa Falls, Wis. He attended St. John's University at Collegeville, Minn., and received degrees at the University of Notre Dame and the University of Wisconsin. He has

been active as an author and a leader in Catholic Action.

¶ REV. GEORGE JOHNSON, Ph.D., director of the department of education of the N.C.W.C., has become an Advisory Editor of *True Comics*, the new picture magazine for children published by the publishers of *Parents' Magazine*. Dr. Johnson has also been named a member of the subcommittee on education of the Joint Army and Navy Committee on Welfare and Recreation.

Requiescant in Pace

¶ RT. REV. MSGR. JOHN J. TIERNEY, dean emeritus of Mt. St. Mary's College, Emmitsburg, Md., died, May 12, at the age of 87. Msgr. Tierney was a noted Biblical scholar.

¶ VERY REV. VINCENT SCHREMPF, O.F.M., provincial of the Franciscan Fathers of the Sacred Heart Province, at St. Louis, Mo., died on June 1.

¶ SISTER M. ANTONIA DURKIN, B.V.M., president of Clarke College, Dubuque, Iowa, died July 7. Sister Antonia celebrated her golden jubilee several years ago. She led the movement

to establish a Sisters' College at the Catholic University of America.

¶ BROTHER HERMAN J. BRENDL, S.M., associate dean and head of the division of business administration at the University of Dayton, died May 7, at the age of 46.

¶ BROTHER ALBEUS JEROME, well-known member of the Brothers of the Christian Schools, died May 3, at the age of 74. He was preparing a history of the congregation, which is to be published in 1945 in connection with the centenary of the Order.

¶ BROTHER ALOYSIUS KICKER, S.M., died at Martigny, France, at the age of 96, after spending 79 years of his life as a Brother of Mary. He served the Society longer than any other member.

¶ MARGARET YEO, distinguished Catholic writer, died last May at Uxbridge, near London, England, after an illness of several months. Among her biographies are: *The Greatest of the Borgias*, *The Reformer: St. Charles Borromeo*, and *Three Hearts*, published by Bruce.

NEW DIOCESAN SUPERINTENDENTS

Superintendent at Saginaw

¶ REV. ROBERT E. FITZPATRICK, of Alpena, Mich., is the new superintendent of schools for the Diocese of Saginaw. Father Fitzpatrick received his education in St. Bernard's School at Alpena, Mich.; St. Joseph's Seminary at Grand Rapids; St. Mary's Seminary at Baltimore; the Sulpician Seminary at Washington, D. C.; and the University of Notre Dame, where he received the degree of master of arts recently.

Superintendent at Salt Lake City

¶ REV. ROBERT J. DWYER, Ph.D., is the new superintendent of schools of the Diocese of Salt Lake City. He succeeds VERY REV. THOMAS M. BUTLER who has resigned.

Diocesan Secretary of Education

¶ REV. WILLIAM A. SCULLY, former director of religious education of the Archdiocese of New York, has been appointed to the newly created office of secretary of education for the archdiocese. REV. THOMAS A. RYAN is the new director of religious education.



Rev. Sylvester J. Holbel
New Superintendent of Schools,
Diocese of Buffalo.

Superintendent at Buffalo

¶ REV. SYLVESTER J. HOLBEL is the new superintendent of schools of the Diocese of Buffalo. He succeeds REV. JOHN W. PEEL who has held the office for the past 18 years. Father Holbel has been assistant superintendent.

Superintendent at Nashville

¶ REV. S. ERNEST WILEY, pastor of St. Lawrence Mission, Paradise Ridge, Tenn., and principal of Father Ryan's High School, Nashville, has been appointed Superintendent of Schools.

(Continued on page 17A)

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Health Pledge—Cleanliness is one of the first laws of health. I owe it to myself, my family and my country to do my best to keep my body clean, strong and healthy—as free of dirt and germs as possible. I'll try.

Lifebuoy WASH-UP CHART

Directions: Hang this chart near where you wash. Start next Monday. Each time you wash your hands or face, make a mark or stamp, mark an "X" in the square that indicates when you did it. Every Monday morning for four weeks, take the chart to school and receive a gold star, if you have earned one. Be sure to use Lifebuoy Health Soap.

How to wash hands clean

Wash your face this way

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

HANDS MAY PICK UP GERMS FROM THINGS LIKE THESE

Doctors tell us that hands can carry germs from other people and from such things as these to the mouth, nose or food, and that this is one way "germs" can spread. Be sure to wash hands with Lifebuoy regularly—before meals, Lifebuoy's gentle, cleansing lather helps remove germs as well as dirt—thus helps to keep you well.

Paul Hamilton
Name of Pupil

1st Week 2nd Week 3rd Week 4th Week

JOIN LIFEBUOY'S 18TH ANNUAL CLEAN HANDS CAMPAIGN—

EVERYTHING

FREE!

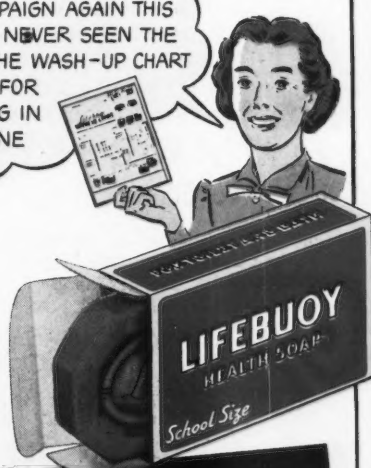
- SCHOOL-SIZE LIFEBUOY SOAP
- WASH-UP CHARTS
- GOLD STARS • MERIT BADGES!

YOU BET I'M GOING IN FOR THE LIFEBUOY CLEAN HANDS CAMPAIGN AGAIN THIS YEAR. I'VE NEVER SEEN THE EQUAL OF THE WASH-UP CHART PROJECT FOR TRAINING IN HYGIENE

WE'VE HAD MARVELOUS RESULTS. THE CHILDREN ARE SO PROUD OF THEIR CLEANLINESS SCORES IN THIS CLASSROOM HONOR ROLL. AND ATTENDANCE AND HEALTH RECORDS ARE UP THROUGHOUT THE SCHOOL!

MOTHER NEVER HAS TO TELL US TO WASH OR BATHE NOW! THE WASH-UP CHART ON THE BATHROOM WALL REMINDS US!

I DON'T MIND WASHING OFTEN—WHEN IT'S A GAME



Teachers — mail coupon now for your supplies

This offer will not be made again this year!

FUN TO BE CLEAN... Again the makers of Lifebuoy offer everything you need to conduct this popular classroom competition that makes it fun to be clean! All without cost or obligation to you!

WHAT YOU GET... Printed rules and score-cards, gold stars, merit badges, classroom Honor Roll—cakes of school-size Lifebuoy Health Soap and Wash-Up Charts for every pupil. Fill out coupon and mail it, now!

NATION-WIDE... Thousands of teachers, principals, and superintendents throughout the country have praised this efficient, pleasant way to teach cleanliness. They know how well it works from experience. Campaign lasts four weeks.

HEALTH PROTECTION... Lifebuoy's cleansing lather helps remove germs. The Lifebuoy Clean Hands campaign helps pupils keep in good health, and builds good cleanliness habits that should last for life.

If you are requesting materials for other teachers in your school, please list their names, grades they teach, and number of pupils in each, on school letter-head.

Lever Brothers Co., Dept. WT-65
Cambridge, Mass.

Please send me free Wash-Up Charts, School-size Lifebuoy, Honor Roll, Gold Stars, Merit Badges, and other equipment and instructions for conducting a Clean Hands Health Campaign.

Name.....

School.....

School Address..... State.....

City.....

I Teach..... Grade, No. of Pupils.....

Name of Supt.....

This Offer Good in U. S. and Canada Only

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● National efficiency—that typical American trait which has played so important a part in our industrial and economical greatness—begins in our educational institutions. Modern school facilities, including Standard Electric Systems, are contributing in large measure to the development of efficient instruction.



STANDARD PROGRAM CLOCKS

Bring the correct time to every room and corridor . . . insure periodic control of class schedules. Master "Standard" Clock automatically checks secondary clocks once each hour and resets if necessary. Breakdowns and clock irregularities practically eliminated.

STANDARD TELEPHONE SYSTEMS

Save time and endless "running" around to speak with classroom teacher and vice versa. Standard Telephone Systems are dependable, efficient, easy to install. A practical necessity in "modern education."



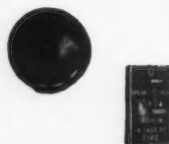
STANDARD LABORATORY PANELS

Add new interest to experiments in the physics and chemistry laboratories and in electrical shops—with a "Standard" Laboratory Distribution System. Provides electrical outlets of varying voltages, and types of current. Enables class to perform several experiments simultaneously. Many sizes.



STANDARD FIRE ALARM SYSTEMS

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EDITION



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20TH CENTURY BOOKKEEPING AND ACCOUNTING

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five through eight easier to teach and easier to master. They give pupils better grades . . . more interest in their school work . . . and a more thorough preparation for future study.

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Heywood-Wakefield Tubular Furniture is practical in design and efficient in use. This good looking furniture saves valuable space without loss of comfort. It promotes classroom cleanliness and induces comfortable, correct posture. H-W Tubular Furniture adapts itself to any room and to any type of architecture. It is now available in pleasing Taupe, School Furniture Brown, or Hunter Blue finishes. May we furnish details?



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HEYWOOD-WAKEFIELD
Established 1826
GARDNER, MASSACHUSETTS

Catholic Education News

(Continued from page 14A)

for the Diocese of Nashville. He succeeds REV. GEORGE J. FLANIGEN.

SIGNIFICANT BITS OF NEWS

¶ The Department of Education of the Archdiocese of Detroit uses a plan by which, for a fee of \$2.50 per year, pupils in the elementary schools are supplied with necessary textbooks.

¶ The revision of the Baltimore Catechism, representing six years of work by bishops and theologians in the United States and reviewers in Rome, has now been published.

¶ The first New England Congress of the Fraternity of Christian Doctrine was held at Burlington, Vt., May 16-18. Rev. John J. Loughlin, Ph.D., of St. Thomas' Seminary, director of the Fraternity in the Diocese of Hartford, spoke on "Religion in the Home" and presided at a teachers' institute.

¶ A Child Guidance Center has been opened by Loyola University, Chicago. The staff of the center will consist of Loyola psychologists and several clinical psychologists not members of the Loyola faculty. All staff members and workers are Catholics. Rev. C. I. Doyle, S.J., is director.

¶ The Colored Sisters of the Holy Family will celebrate, next year, the 100th anniversary of their establishment in New Orleans, La. They are conducting charitable and educational institutions in Louisiana, Texas, Florida, Oklahoma, and British Honduras.

¶ Permanent exhibits of the work of Catholic schools and the Catholic press should be established in strategic centers in the United States usually visited by visitors from South America, says Dr. John A. Weidinger, of Mt. St. Mary's College, Emmitsburg, Md.

¶ Bequests of \$14,000 were made to churches in the Diocese of Tucson by Mrs. Catherine Hesse,

of Tucson. The will provides that the residue of the estate be used to help establish a Catholic high school for boys in the Tucson area.

PUBLIC SCHOOL RELATIONS

¶ The law in New York permitting schools to release pupils for religious instruction represents the will of the people since it was passed by a vote of 113 to 7 in the assembly and by 46 to 1 in the senate, was signed by the governor, and upheld by the supreme court and the city council, said Msgr. Griffiths, vice-chancellor of the Diocese of Brooklyn.

¶ In New Jersey, school districts which supply transportation for pupils of the public schools may make the same service available to pupils of all private schools not operated for profit. The bill which was passed previously by the house was passed by the senate and signed by the governor on June 9.

¶ In the Philippine Islands, the government has approved a proposal to shorten elementary and high school courses to six and three years respectively. The plan was proposed by the recently organized Catholic Educational Association.

¶ The Ohio State Supreme Court recently upheld a Cleveland city ordinance providing free city water to educational and charitable institutions.

¶ The Massachusetts State Legislature has passed a bill providing that pupils in public schools may have time off amounting to one hour per week for religious instruction.

¶ The trustees and ratepayers section of the Ontario (Canada) Educational Association, for the most part made up of non-Catholics, at its annual meeting went on record as recommending that greater stress be placed on religious education in Ontario schools.

¶ The government of Brazil has put an end to secularism in education by the introduction of religion in the public schools.

¶ Oregon now has a law providing free textbooks for pupils of all standard elementary schools. After the legislature passed the bill, in February, opponents circulated a petition for a referendum. The state supreme court, by a unanimous vote, declared the petition void because of its misleading title.

¶ More than 30,000 Virginia children are attending classes in religious instruction offered in the public schools of 27 counties and three cities of the state.

¶ The house of representatives of New Mexico has passed a bill to allow children to be excused from school two hours each week to receive religious instruction. The bill passed by a vote of 31 to 3.

¶ A religious education project for Urbana (Ill.) public schools has been approved by the Urbana school board, following a report which revealed that about 80 per cent of the children's parents were in favor of such project.

¶ The Catholic schools in the Hawaiian Islands save taxpayers a total of \$663,578 annually, according to an official survey. It is estimated that with the inclusion of capital expenditures, such as school buildings and equipment, Catholic schools save Hawaii more than a million dollars.

Missouri Bars Aid

The Missouri State Supreme Court, on July 25, barred all aid to parochial schools. Judge James M. Douglas, in his ruling, stated: "The constitutional policy of our state has decreed the absolute separation of church and state not only in governmental matters but in educational ones as well."

"Public money, coming from taxpayers of every denomination, may not be used for the help of any religious sect in education or otherwise."

The ruling applied specifically to St. Cecilia School, a Catholic parochial school in Meta,

(Concluded on page 18A)

Catholic Education News

(Concluded from page 17A)

Osage County. Ten years ago it was taken into the public schools system, supervised by the public school board, and financed with local and state school funds.

GRADE AND HIGH SCHOOLS

☐ The new Cardinal Hayes Memorial High School in New York City will be blessed September 8 by Archbishop Spellman. This school, erected at a cost of 3 million dollars to accommodate 3000 students, will be staffed by various religious Orders.

☐ The new St. Patrick's parish school in Menasha, Wis., has installed "blackboards" made of green glass, which give off no glare. Each classroom in the school accommodates 45 children and has a built-in wardrobe and cork bulletin board in addition to the green glass "blackboard."

☐ St. Joseph's Commercial School at Detroit, Mich., observed its golden jubilee with appropriate ceremonies last May. The occasion honored in a special way the Brothers of the Christian Schools who have been serving Catholic schools in Detroit for 90 years.

☐ Bishop John B. Peterson, of Manchester, N. H., purchased one of the disused public school buildings of Nashua, which will enable St. Aloysius parish to establish a parochial high school.

☐ St. Joseph's Academy, Yakima, Wash., held open house on the afternoon of May 23 for all Catholic girls of the city.

☐ St. Louis Bertrand Parish, Louisville, Ky., celebrated its diamond jubilee in May. The children of the school closed a three-day celebration by staging a pageant, augmented by drills and choruses.

☐ A pageant of music was presented in Soldiers Memorial Hall, Pittsburgh, Pa., in which 1000 pupils of parish schools of the diocese appeared, in a program of orchestral and vocal music. The purpose of the pageant was to demonstrate the work being done in the music field in the Catholic schools.

WHAT THE COLLEGES ARE DOING

☐ Catholic Colleges and Universities in the United States, during the past year, awarded 132 inter-American scholarships valued at \$45,000, and 109 new scholarships valued at \$30,000 will be awarded during the coming year by 114 schools. This information is contained in a recent bulletin of the Catholic Bureau of Inter-American Collaboration, an activity of the department of education of the National Catholic Welfare Conference.

☐ The College of the Sacred Heart, Nashua, N. H., recently celebrated the 50th anniversary of the arrival of the Brothers of the Sacred Heart in Nashua.

☐ St. Francis Xavier University, operated by the Diocese of Antigonish (Nova Scotia), has announced a new department of cooperative leadership and social studies and, also, the establishment of a 1000-watt broadcasting station.

☐ The nursing-education department of Teachers College, St. John's University, Brooklyn, N. Y., is inaugurating a pre-nursing program—a one- or two-year course offering the required academic and educational subjects for the degree of B.S. in Nursing Education.

☐ The Gannon School of Arts and Science, a diocesan college for men, will open in Erie, Pa., in September. In addition to the regular four-year course, the school will offer a full college course in three years. This will not be a shortened course. Sufficient extra periods will be given during the three years to save a year. Thus a student entering at the age of 18, will finish at the age of 21, before he becomes eligible for selective service.

☐ The Junior Confraternity of Christian Doctrine study club of Trinity College, Washington, D. C., has completed its fifth season of teaching in religious vacation schools in Mary-

land and North Carolina under direction of the Sisters of Notre Dame de Namur.

☐ Aquinas College, Grand Rapids, Mich., held "Baby Day" on May 25. Married former students and their children were guests of the unmarried alumni, faculty, and students.

☐ St. Mary's College, Notre Dame, Ind., in commemoration of the centenary of the foundation of the Congregation of the Sisters of the Holy Cross, and in particular its work in the United States, presented the pageant *The Masque of Holy Cross*. This was the first public performance of the work by Robert Speaight, well-known English actor, writer, and lecturer.

☐ Mundelein College, Chicago, Ill., has installed a 5-inch telescope in a specially constructed observatory on the eighth floor of the college building.

☐ Marquette University, Milwaukee, Wis., is introducing a new honors course this fall, drawing from the fields of literature, history, science, philosophy, and theology.

☐ Mount Mercy College, Pittsburgh, Pa., has completed a new two-story laboratory building to be known as Trinity Hall.

☐ Mundelein College, Chicago, Ill., and the College of St. Scholastica, Duluth, Minn., are two of the 28 independent liberal-arts colleges which will participate in a two-year program of research and experimentation, under the sponsorship of the North Central Association of Colleges and Secondary Schools, in the development of methods to improve the services of the colleges in the preparing of secondary school teachers.

☐ The annual reunion of alumni of the Catholic University of America, Washington, D. C., will be held in New York on November 9.

☐ Ursuline College, New Orleans, La., is now known as Brescia College.

Catholic Colleges and Defense

☐ Catholic Colleges throughout the United States are cooperating in education for national defense. The following are typical examples:

The Catholic University of America at Washington, D. C., is giving intensive training in engineering for defense to graduate students. Its school of nursing education is expanding its facilities to meet the increased demand for teachers of nursing, and, also, increasing the enrollment in its undergraduate courses for nurses at Providence Hospital.

St. John's University, Brooklyn, N. Y., is offering new courses dealing with nearly every phase of defense financing, war-time shipping, mobilization of man power and industry.

Marquette University, Milwaukee, Wis., last year, organized a naval R.O.T.C. unit. Several of the engineering graduates of 1941 received naval reserve ensignships. Civilian pilots are being trained, and the engineering department is co-operating with the government in preparing regular students and employed men in various defense work.

The University of Dayton, conducted by the Marianist Brothers at Dayton, Ohio, is providing technical courses in defense.

☐ Manhattan College, New York City, is offering a course in engineering defense training, with 310 qualified engineers from federal, state, and municipal government offices and from 102 private agencies.

New Atom Smasher

Physicists at the University of Notre Dame are rapidly completing an electrostatic generator capable of developing eight million volts in preparation for extending their research in atomic disintegration and X-rays.

What new fields of scientific information may be revealed by the 20-ton generator in which voltage will be developed under high atmospheric pressure is something about which the scientists are reticent. However, during the past few years, university physicists using a generator which developed somewhat less than two million volts demonstrated that nuclei can be disintegrated by high-speed electrons, and were also able to produce radioactive lead, silver, and gold by X-ray.

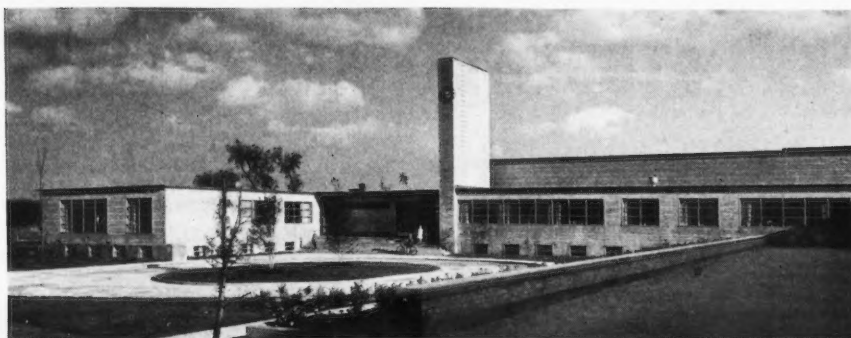
Dr. George B. Collins, under whose direction both generators have been constructed, and his associates plan to continue this same line of research on an enlarged scale.

The new generator, which will operate under air or gas pressure approximately 10 times as great as that of the atmosphere, resembles a railroad "tank car" and an addition to the university's science building was necessary to house the 20-ton steel container, 40 ft. long, in which the apparatus is contained. One section is mounted on wheels, so that the generator proper is accessible for inspection or repairs. Freon gas, the same used in many refrigerators, will also be forced into the tank to improve its operation.

The illustration below shows a view along the interior of the structure. Charged particles will be driven at enormous speeds down the white porcelain tube. The closely placed aluminum rings around each column prevent sparking from taking place along these supports.



New Machine at Notre Dame for the Disintegration of Nuclei by High-Speed Electrons.



Crow Island School, Winnetka, Illinois. Eliel & Eero Saarinen; Perkins, Wheeler & Will, associated architects. Irving E. Brooke, consulting mechanical engineer. Maur Engineering Corporation, heating and ventilating contractors.

*Johnson
temperature and
humidity control
protects health*

Young America Rediscovered **MODERN PROGRESS**



THROUGH the study of early colonial days, at first hand, young America learns to appreciate comforts which have been made possible by American science and industry. One of these comforts, of far-reaching effect in educational institutions, is Johnson precise temperature and humidity control. Regardless of the type of heating and ventilating system, Johnson control is the automatic "brain", alert to the daily task

of maintaining correct temperatures and humidity — alert, too, to the important work of effecting large fuel savings and providing healthful comfort. Whether the building is new or old, regardless of the fact that it may be equipped with some kind of heat regulation, it will pay you to investigate JOHNSON control. Johnson Service Company, Milwaukee, Wisconsin and direct branches in principal cities.

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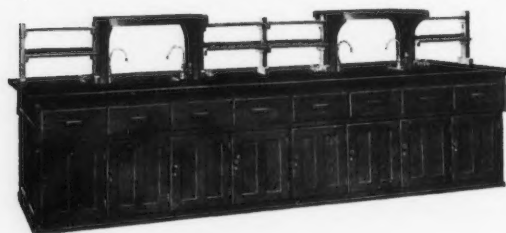
YOUR STUDENTS ARE YOUR CREDITORS!



No. H-17 Four Student Table

In a very real sense a school owes its student body a great obligation—accurate guidance. This is particularly the case in laboratory courses where the physical equipment used plays such an important part in teaching. It is literally true that the schools of the future will rise or fall with the excellence or deficiency of their science departments.

The modernization of a science laboratory can often be accomplished over a period of years. Radical changes and immediate large expenditures are seldom necessary. Write today for the services of a trained Sheldon Sales Engineer to assist you in planning your Laboratories for Chemistry, Physics, General Science, Home Economics and Industrial Arts.

No. H-49
Chemistry
Table

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MUSKEGON
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New Books of Value to Teachers

20th Century Bookkeeping and Accounting (Second-Year Course)

By Carlson, Prickett, & Forkner. Cloth, 542 pp. \$1.20. South-Western Publishing Co., Cincinnati, Ohio.

The first-year course of this work was reviewed in THE CATHOLIC SCHOOL JOURNAL for October, 1940. This second-year course continues the work for those seeking to become bookkeepers, professional accountants, or managers. Among the subjects stressed for these students are: columnar records, types of ownership, methods of merchandising, accounting for manufacturers, interpretation of records, government reports, and tax returns.

Numerous transactions are recorded on typical blanks, and the illustrations explained in detail.

Foods and Nutrition

By Sisters of St. Joseph, St. Joseph's Normal School, Brentwood, N. Y. 142 pp. Paper, 45 cents; cloth, \$1.

The Composition, Selection and Preparation of Foods As Guides to Physical Fitness is the subtitle of this compact volume for use in the scientific study of the composition, preparation, service, and function of food.

The book contains detailed explanations of the nutritional content of various foods and how they are to be prepared to meet the food requirements of the body. It is a valuable contribution not only for school use, but may well supplement recipe books in the home. This is especially true at this time when great stress is being placed upon national health for defense. The basic explanations of food values given assist in choosing wisely less expensive foods when their nutritional values are recognized.

Latin for Americans

First Book. By B. L. Ullman and Norman E. Henry. Cloth, xxxi + 421 pp. \$1.68. The Macmillan Company, New York, N. Y.

This first-year Latin, as well as the entire series to which it belongs, is especially designed for American youth.

In the first place it is intended as a thorough introduction to the study of Latin. The Roman and American ways of life are compared by the reading selections and illustrations—there are 291 of the latter—to enrich and deepen the student's appreciation of our civilization. A variety of Latin reading material is provided embracing history, biography, geography, education, agriculture, economics, government, mythology, sports, architecture, and the like.

The authors have made the correlation between Latin and English a prominent feature of the text. The book gives special attention to the verb. A supplement shows the chief changes in words that passed from Latin to French, Spanish, and Italian, thus enabling the students to make the greatest possible use of Latin in studying the Romance languages.

The Ghost of Kingdom Come

By Father Gerald Brennan. Illustrated by the Ghost. Cloth, 143 pp. \$1.50. The Bruce Publishing Company, Milwaukee, Wis., 1940.

This is a fine collection of catechetical stories. They are told with magnetism and flare and portray possibilities of dramatization. For instance, the story of "The Forgotten Angel" would make an entertaining little drama. Many of the chapter headings captivate the children instantly, such as "The Saddest Soldier," "The Policeman in the Sky," "Buns and Fish," "Peter Rugg," and "A Letter to God."

The gist of the story is that Father Gerald Brennan goes to Storm Castle for a quiet vacation to write a book. The midnight of the first day he gets there a ghost who used to live in this castle a hundred years ago, comes to visit him. He turns out to be a sociable ghost, so the two become

friends and swap stories—Father Gerald out-storying the Ghost. The last night the Ghost comes he brings Father Gerald some pictures he had drawn for the book. So the First Communicants have here not only a book of beautiful stories, one of which is told by the Ghost himself, but also illustrations made by the Ghost—in all a unique and entertaining combination.—S. M. S.

Your Mass Visible

By Rev. W. G. Kesler. Paper, 80 pp. The Columbian Museum and Institute of Art, Loras College, Dubuque, Iowa.

A comprehensive series of photographs, illustrating completely all of the ceremonies of the Mass.

Physical Education for Small Elementary Schools

By Harold K. Jack. Cloth, 184 pp. \$1.60.

Games the World Around

By Sarah Hunt and Ethel Cain. Cloth, 268 pp., illustrated. \$2.50.

Creative Rhythms

By Rhoda R. Sutton and Elizabeth Brooks. Paper board, 110 pp., illustrations and notes. \$1.60.

Democracy and Sport

By John R. Tunis. Cloth, 60 pp. 75 cents. All published by A. S. Barnes & Company, New York, N. Y.

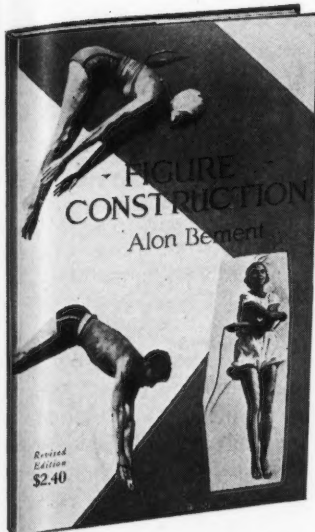
Physical Education for Small Elementary Schools presents a good program and plan progressing from group to group. There are some practical introductory chapters on the teaching objectives and on working with a limited equipment. The eight grades are distributed in three groups and suggestions are given for providing space for the activities that are fully described in the programs for each group. The book will be found useful for the schools and institutions for which it is intended.

The first part of *Games the World Around* treats in several chapters the significance of folk-

(Continued on page 23A)

FIGURE CONSTRUCTION

Revised Edition
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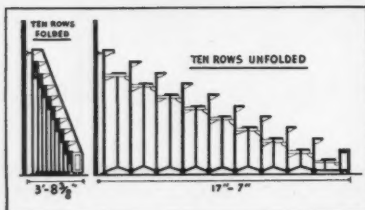
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Holidays & Festivals
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Colonial Life in America
Books and Records
America Creates

Nature's Gifts to Man's Needs

New Books

(Continued from page 20A)

lore in the play patterns of mankind, its significance in human relations, and the place of folk games in the elementary schools. Another chapter is intended for the information of teachers. The second part contains 400 games and play activities selected from 35 countries. An extensive bibliography and several practical indexes are added. This well-illustrated volume will be useful to all who are interested in the simple origins of games and their development.

In *Creative Rhythms*, the text is written by Rhoda R. Sutton and the music is furnished by Elizabeth Brooks. G. Valerie Delano provided the illustrations. The book gives one answer to the question: What and how shall we teach children creative activities? Of special interest are the accounts of the responses of children, because they show the degree of interest taken in the different activities. The music accompanying the text is truly descriptive depicting specified scenes. The melodies, simple as they are, are well adapted for the juvenile sense of rhythm.

In seven short chapters, the author of *Democracy and Sport* delineates the real purposes of sports as he conceives them to be and shows how they go hand in hand with the fundamental principles of democracy as he understands them. He pleads for a greater participation in sports for their own sake and calls attention to evils in sporting in our own country and in totalitarian lands. The reader may not agree with everything stated in the book, but it is worth reading by teachers interested in this subject. — *Kilian J. Hennrich, O.F.M. Cap.*

Heavenwords
By Rev. Wilfrid J. Diamond. Cloth, 128 pp. \$1.50. The Bruce Publishing Co., Milwaukee, Wis.

These "Instructional Stories in Religion" cer-

tainly will be welcomed enthusiastically by the author's fellow priests who are looking for help in preparing sermons for the children's Mass. They will be just as useful to teachers and catechists.

Father Diamond's plan is that of *Building an Image of Christ in Our Souls*. The simple stories, which will interest the children, illustrate: Materials for building our image (catechism, prayer, and the virtues); Things which destroy our image (neglect of opportunity, temptation, and sin); The tools with which we make our own image (the sacraments); Motives for building the image of Christ (the four last things); and our co-workers (God, the Sacred Heart, Mary, and the Church).

A List of 5000 Catholic Authors

By John A. Fitzgerald and Lawrence A. Frank. Paper, 101 pp. Continental Press, Ilion, N. Y. 1941.

An alphabetical list intended especially as a reference for librarians and as an indispensable aid in compiling a catalog of books by Catholic authors in a public library.

Senior Practical Mathematics

By N. J. Lennes. Cloth, 598 pp. \$1.80. The Macmillan Co., New York, N. Y.

Here is a new kind of course in mathematics for the upper years of high school. It is designed to train the student to use mathematics in the situations he will meet in adult life.

The four general and main topics treated are: business practice; economic principles; consumer education; and indirect measurement. The book is an answer to the call for an adequate understanding and working knowledge of the mathematical situations of practical life. Such a course should add much to one's ability to manage his home and his business.

Number Play

Self-help Number Series. By Mae Knight Clark and Laura Cushman. Paper, 80 pp. 32 cents. The Macmillan Company, New York, N. Y.

This introduction to numbers and their use in addition and subtraction, utilizes effectively the activity method. Play and home interests are used to motivate the work.

The Relation of the State to Religious Education in Early New York 1633-1825

By Rev. Charles J. Mahoney. Paper, 225 pp. The Catholic University of America Press, Washington, D. C.

The relation and attitude of the state toward the control, support, and curriculum of the religious school in New York are discussed as they existed in New York during the period from the earliest colonization to 1825 and are found in the legislation of that time. Also, the political and religious influences causing this legislation are investigated.

The author chose New York for this study because it has always been cosmopolitan in race and religion from its beginning and its history is rich in debate on this subject. He says: "That New York in the early decades of toleration subsequent to the Revolution found a solution to the problem of religion in state-supported education without endangering the separation of Church and State likewise confirms the timeliness of the present study."

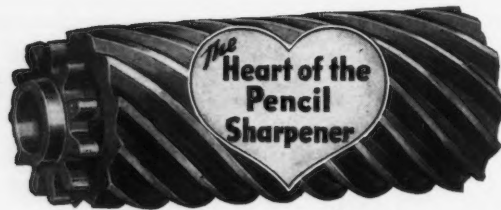
The author concludes that to those who consider the religious education of youth requisite for a virile democracy, recent civic and social trends indicate that the problem is being studied with objectivity and reason rather than with the exaggerated and bitter emotionalism that clouded its discussion in the state of New York in the nineteenth century.

Valuable Pamphlets

The following pamphlets have been received from the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington, D. C.

Catholic-Hour addresses by Msgr. Sheen: *The Reality of Sin, The Masses and God, Liberal and*

(Concluded on page 24A)



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New Books

(Concluded from page 23A)

Reactionary, Anti-Christ, A Declaration of Dependence, Providence and War.

Crucial Questions, by Rev. James Gillis, C.S.P.; *The Church and Social Order*, by Archbishop Rummel; *The Obligation of Catholics to Promote Peace*, and *The Rights of Peoples*, two reports by the C.A.I.P.; *The Role of Leaders*, issued by the N.C.C.W.; *The Rural South*, by Father Schmiedeler; *Prices in the U. S.*, by Father Cronin; and *Jobs, Prices, and Labor Unions*, by Msgr. Haas.

Booklets for Teachers

All of the following bibliographies, compiled by teachers of the New Jersey State Teachers Colleges, are published by the Visual Aids Service of the college at Upper Montclair, N. J. The publishers say that they do not accept stamps in payment.

Aids for the Spanish Teacher

By Dr. Lili Heimers. Paper, 76 pp. 50 cents.

An extensive bibliography of books, pamphlets, magazine articles, films, slides, maps, pictures, etc., on methods of teaching and on Spain and the South American Republics.

Pan-Americana

By Lili Heimers, Ph.D. Mimeographed, 29 pp. 50 cents.

A bibliography of visual and teaching aids on Latin America, Spain, and Spain in the United States.

Visual Aids in Chemistry

By Dr. Rufus D. Reed and others. Mimeographed, 11 pp. 25 cents.

Visual and Teaching Aids in Biology

By Fred Wolf, B.S., and others. Mimeographed, 21 pp. 50 cents.

Visual Aids

By Lili Heimers, Ph.D. Mimeographed, 23 pp.

50 cents. Extensive alphabetical list on general subjects.

Visual Aids in Geography

By Seymour West and others. Mimeographed, 22 pp. 50 cents.

Safety Education

By Lili Heimers, Ph.D. Mimeographed, 8 pp. 15 cents (a tentative list of visual and teaching aids, 1941).

A Study Guide in American Literature

By Pauline Warner and W. C. French. Paper, 95 pp. 48 cents. The McCormick-Mathers Publishing Co., Wichita, Kans.

A Study Guide in English Literature

By Leland J. R. Williams and W. C. French. Paper, 160 pp. 64 cents. The McCormick-Mathers Publishing Co., Wichita, Kans.

These workbooks are intended to guide high school students in studying representative English and American literature. They contain chronological tables, suggested readings, work assignments, research problems, references, tests of various types, and numerous other devices. Provision for individual differences in the form of honor assignments is a prominent feature. References are made to some works that may be dangerous to faith and morals, even to some that are on the Index.

Stars to Steer By

Edited by Louis Untermyer. Cloth, 366 pp. Illustrated. Harcourt, Brace & Co., New York, N. Y.

A classified anthology of verse, intended for youth of high school age.

Booklist Books, 1940

Paper, 63 pp. 75 cents. American Library Association, Chicago, Ill.

Valuable for school libraries if used with discretion.

Youth Serving Organizations (2nd edition, 1941)

Edited by Dr. M. M. Chambers. 237 pp., 25 tables. \$2.50. American Council on Education, 744 Jackson Pl., Washington, D. C.

This revised and enlarged edition of the work,

first published in 1937 in planographed form, contains a comprehensive survey of the structures, aims, and activities of 320 organizations operating nationally.

An Annotated Bibliography of Mental Tests and Scales

By Charles K. A. Wang, Ph.D. Vol. I, 731 pp., Vol. II, 701 pp. Each volume \$5. Both \$9, plus 10 per cent for postage. Catholic University Press, Peking, China.

Volume I covers: Measurement of mental capacity; of personality and character; and of vocational aptitudes and abilities. Volume II covers the Measurement of educational achievement.

These two volumes contain a total of 3575 titles representing all instruments of mental measurement available in the English language.

The Art Class in Action

By Joicey M. Horner. Cloth, 135 pp. \$2. Longmans, Green and Company, New York, N. Y.

The book is designed by the author to provide a great variety of suitable media and processes to help children express their own ideas in their own way.

The first part of the book contains general information which the teacher will find useful for self-instruction. The second and third parts include varied and interesting art activities and materials simple enough for the first grade and advanced enough for the older and unusually gifted children.

Going on the assumption that lack of money is a poor excuse for lack of variety in school art, a special effort has been made to suggest cheap or scrap materials that may be used if supplies are limited.

The English Catechism in Prayers

Pamphlet, 8 pp. 2d. *The Sower*, 763 Coventry Road, Birmingham, England.

Prayers which clarify and apply to life the doctrines learned from the catechism.



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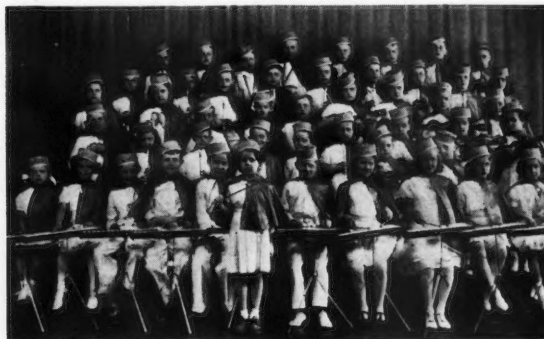
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Coming Conventions

• Oct. 5-8. National Catholic Rural Life Conference at Jefferson City, Mo. Rt. Rev. Msgr. Luigi Ligutti, 525 Sixth Ave., Des Moines, Iowa, executive secy.
• Oct. 11. Catholic Library Association (Mid-West Unit) at Loretto Heights College, Denver, Colo. Miss Ann Samuels, Loretto Heights College, Denver, Colo., chairman.
• Oct. 18-19. Catholic Art Association at Mt. Mary College, Milwaukee, Wis. Rev. Angelo Zankl, O.S.B., St. Joseph, Minn., pres.
• Oct. 20-25. National Liturgical Gathering at St. Paul, Minn. Rev. William Busch, 2200 Grand Ave., St. Paul, Minn., chairman.

State Association Meetings

• Oct. 2-3. Michigan Educ. Assoc. (Region 5) at Petoskey. Linford B. Bond, High School, Petoskey, secy. (Region 1) at Escanaba. C. W. Flanagan, Jr. H. S., Escanaba, secy.
• Oct. 2-3. New York St. Teach. Assoc. (Northeastern Zone) at Plattsburgh. Tracy Brenan, Jr. H. S., Plattsburgh, secy.
• Oct. 3. New York St. Teach. Assoc. (North Central Zone) at Watertown. Shirley Thompson, South Jr. H. S., Watertown, secy. (Northern Zone) at Potsdam. Dr. Carl West, St. Norm. S., Potsdam, secy.
• Oct. 9-10. Michigan Educ. Assoc. (Region 2) at Saginaw. N. W. Chaffee, Cent. Jr. H. S., Flint, secy. (Region 3) at East Lansing. Edmund Thorne, St. Coll., East Lansing, secy.
• Oct. 9-10. Minnesota Educ. Assoc. (Northwest Division) at Virginia. Ann Regner, Mt. Iron, secy.
• Oct. 9-11. Vermont St. Teach. Assoc. at Burlington. Caroline S. Woodruff, Castleton, secy.
• Oct. 9-11. Utah Educ. Assoc. at Salt Lake City. Milton B. Taylor, 316 Beneficial Life Bldg., Salt Lake City, secy.
• Oct. 10. New York St. Teach. Assoc. (Long Island Zone) at Hempstead. Earl L. Vandermulen, High School, Port Jefferson, secy. (Southern Zone) at Binghamton. Carlton E. Dwight, Cent. H. S., Binghamton, secy.
• Oct. 16-17. Michigan Educ. Assoc. (Region 6) at Detroit. Francis M. Stubbs, 2330 Grand River, Detroit, secy. (Region 8) at Battle Creek. Eva N. Palmer, Willard Library Bldg., Battle Creek, secy.
• Oct. 16-17. Minnesota Educ. Assoc. (Central Division) at St. Cloud. F. J. Herda, Tech. H. S., St. Cloud, secy. (Southeast Division) at Rochester. A. T. French, St. Teach. Coll., Winona, secy. (Southwest Division) at Mankato. Ruth D. Tuttle, 214 Lock St., Mankato, secy.
• Oct. 16-17. New York St. Teach. Assoc. (Eastern Zone) at Albany. Mary E. Clark, Mt. Pleasant H. S., Schenectady, secy.
• Oct. 16-18. Wyoming Educ.

Assoc. at Cheyenne. O. C. Kerney, Newcastle, secy.
• Oct. 17. New York St. Teach. Assoc. (Central Zone) at Syracuse. Ida Mae Norris, Prescott Sch., Syracuse, secy.
• Oct. 18. Massachusetts Teach. Federation at Greenfield. Hugh Nixon, 14 Beacon St., Boston, secy.
• Oct. 22-24. Nebraska St. Teach. Assoc. (Dist. 1) at Lincoln. Elizabeth Belka, Crete, secy. (Dist. 4) at Grand Island. Edna Barber, Kearney, secy. (Dist. 5) at Holdrege. Asa Wolfe, county supt., Red Willow Co., secy. (Dist. 6) at (?). John Mercer, Gordan, secy.
• Oct. 22-25. New Mexico Educ. Assoc. at Albuquerque. R. J. Mullins, 114 E. Marcy St., Sante Fe, secy.
• Oct. 23-24. Indiana St. Teach. Assoc. at Indianapolis. Robert H. Wyatt, Hotel Lincoln, Indianapolis, secy.
• Oct. 23-24. Michigan Educ. Assoc. (Region 4) at Grand Rapids. Lowell J. McDougal, Cent. H. S., Grand Rapids, secy.
• Oct. 23-24. Minnesota Educ. Assoc. (Northern Division) at Thief River Falls. A. C. Clark, St. Teach. Coll., Bemidji, secy. (St. Paul Division) at St. Paul. Thomas Christoffel, Roosevelt Jr. H. S., St. Paul, secy. (Western Division) at Moorhead. A. M. Christensen, St. Teach. Coll., Moorhead, secy.
• Oct. 23-24. Nebraska St. Teach. Assoc. (Dist. 2) at Omaha. Mary McNamara, Benson H. S., Omaha, secy. (Dist. 3)

at Norfolk. T. I. Friest, Wisner, secy.
• Oct. 23-24. New Hampshire St. Teach. Assoc. at Nashua. John W. Condon, Derry, secy.
• Oct. 23-24. New York St. Teach. Assoc. (Central Western Zone) at Rochester. Mary H. Dutcher, No. 37 School, Rochester, secy.
• Oct. 23-25. Colorado Educ. Assoc. at Denver. Grand Junction, and Pueblo. W. B. Mooney, 230 Coronado Bldg., Denver, secy.
• Oct. 23-25. Michigan Educ. Assoc. (Region 1) at Detroit. Francis M. Stubbs, 2330 Grand River, Detroit, secy.
• Oct. 24-25. Maryland St. Teach. Assoc. at Baltimore. Walter H. Davis, Havre de Grace, secy.
• Oct. 24-25. New York St. Teach. Assoc. (Western Zone) at Buffalo. Hilda Bender, S. Park H. S., Buffalo, secy.
• Oct. 29-31. North Dakota Educ. Assoc. at Minot. M. E. McCurdy, Fargo, secy.
• Oct. 31. Central Kentucky Educ. Assoc. at Richmond. A. E. Jagers, Frankfort, secy.
• Oct. 31. Connecticut St. Teach. Assoc. at Hartford. Bridgeport, and New Haven. A. L. Knoblanck, State Office Bldg., Hartford, secy.
• Oct. 31. New York St. Teach. Assoc. (Southeastern Zone) at New York City. Gladys D. Fearon, High School, White Plains, secy.
• Oct. 31-Nov. 1. Kentucky Assoc. of Colleges and Secondary Schools at Lexington. Paul P. Boyd, Univ. of Ky., Lexington, secy.

PURCHASING GROCERIES

Sherman J. Sexton

We have continuously advised our customers since last September that foods were plentiful and the wise course in buying was to purchase only their regular needs in the manner they were accustomed to. In addition to a bountiful harvest in 1940 we experienced a monthly decrease in exports of foods from the United States. The amount of food canned, frozen, and placed in elevators, was more than adequate to meet the needs of the nation until the 1941 harvest. In addition to the 1940 harvest we had in some instances substantial carry-overs from 1939 to augment our plentiful supply.

Even in the face of these conditions a buying stampede such as we experienced at the beginning of the war in September, 1939, could only result

in advancing prices because through hoarding, the foods would not be allowed to flow into their natural outlets for immediate consumption, but would be piled in storerooms instead.

In the present market, buyers will have little difficulty keeping their food costs down if they will substitute in their menus for the items that have advanced spectacularly through the new demand imposed on those particular items. However, if the buyers insist that they must have a certain peach of a given variety in a specified degree of syrup they will naturally be obliged to pay a premium if a new demand has taken a large part of the pack of the particular variety.

It is true that growers and packers will be (Concluded on page 28A)

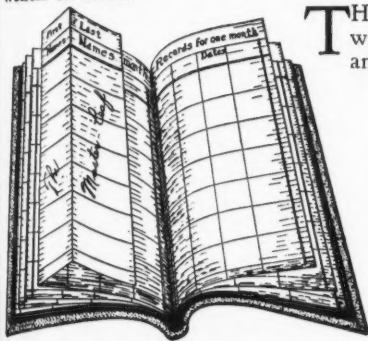
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THE AMERICAN CRAYON COMPANY
1706 HAYES AVENUE, SANDUSKY, OHIO
SAN FRANCISCO DALLAS

(Concluded from page 26A)

confronted with a labor problem in harvesting and packing the 1941 pack resulting in an added burden of cost which will tend to increase prices of the 1941 pack, yet this will not increase the cost of food sufficient to warrant the purchase of foods now to carry through the coming winter. On the contrary, foods of the new pack at the moderate increase in cost are far better value.

Purchasing Futures

In the purchase of future contracts for 1941-42 season the same discretion should be exercised as has been practised in purchasing immediate needs in the present season. Those who are accustomed to purchase merchandise in this manner should do so, limiting their list of requirements to meet their actual needs of last season. When the future requirement list is developed, the buyer must be certain that he will be able to accept complete delivery in agreement with the specified terms of the contract.

Speculative contracts or so-called reservations impose a heavy penalty on the distributor who accepts such orders in good faith. For the benefit of the buyer as well as the seller, much good would be accomplished if only those who placed contracts last year were to do so this year because this would serve to stabilize distribution and permit foods to flow freely through their natural channels.

It is safe to assume that we may experience unsettled conditions in the distribution of foods in the coming year, but no advantage is going to accrue to anyone should an attempt be made to anticipate requirements beyond actual needs. With the price of groceries averaging on the new 1941 season pack from 10 per cent to 15 per cent below the average level of prices on these foods from 1920 to 1930, there is little cause for alarm and buyers should proceed in their purchases in such a manner as to avoid developing increases in price that are not warranted.

Purchasing

Recently a university issued a list of requirements asking for bids from supply dealers. The list called for canned foods to meet the proposed ABC plan and also included full government purchasing specifications. The formulas used for purchasing were so contradictory that they constituted an obstacle to any dealer who desired to act in good faith with the buyer. This buyer evidently had seized upon these methods of buying as a protection in his purchasing, while the net results might be quite the contrary.

The government method of specifications is sound in principle as well as practice because they have a staff of experts thoroughly familiar with gradings to determine whether the foods received are in complete accord with the specifications. Should any delivery fail to meet government specifications the government is privileged to purchase at open market and charge difference in cost to the one who was originally awarded the order.

It is needless to say that the average buyer is not familiar enough with the technical terminology of each product to pass judgment on whether or not delivery is in complete accord with specifications. The ABC plan will eliminate many bad practices, but the leniency in classification will leave a wide spread to the discretion of the distributor. Mother Nature is the great power in the production of foods and her gift to mankind will never be subject to any yardstick of measure, consequently the real factors of food, delicious flavor, and appealing style, must always remain the supreme gift of Mother Nature.

In the final analysis no substitute can be found for the honest effort of the supply dealer nor can any regulations lessen the value of the trade label that the buyer knows meets a particular need.

There is no need of any special observance of Constitution Day in Catholic schools, because all days are God's days lived for the welfare of our country and our neighbor. — Archbishop Spellman.

New School Products

NEW BLACKBOARD RECOMMENDATIONS

The American Crayon Company, 1706 Hayes Ave., Sandusky, Ohio, has issued a 10-page booklet, containing directions for the use and care of chalk and blackboards. This Blackboard Bulletin contains instructions on the care of blackboards, reconditioning of blackboards, use of chalk, and use of sight-saving chalk. Teachers and school administrators will appreciate this booklet which will aid in keeping the blackboards clean and in good condition. Complete information is available to any school authority who will write to the American Crayon Company at Sandusky, Ohio.

FATHER HUBBARD EDUCATIONAL FILMS

Father Bernard R. Hubbard, S.J., the *Glacier Priest*, has in the past 14 years, exposed more than a million and a half feet of motion-picture film. These pictures have been seen by millions of persons all over the world. Now they have been re-edited and arranged at the University of Santa Clara laboratory to meet the standards of education, and are made available to schools requesting them.

Mr. Joseph J. Baker will be in charge of film distribution at the university. It is said that requests are coming in from Catholic schools and other institutions in all parts of the country and they are being taken care of as rapidly as they come in.

RECORDS OF AMERICAN BALLADS

John A. Lomax, honorary curator of the archives of the Library of Congress, has made five 16-in. records of American ballads recorded in their original settings. Each record provides two 15-minute programs to be played at 33 1/3 r.p.m. The records may be obtained at cost, \$2.50 each from the Federal Radio Education Committee, U. S. Office of Education, Federal Security Agency, Washington, D. C.

CATALOGS OF RECORDS

The RCA Manufacturing Company, Camden, N. J., has issued two new catalogs of RCA Victor records that are of interest to schools. *Patriotic and Folk Music of the Americas* lists various kinds of music from North America, Central America, and South America. *Folk Dances, Singing Games, and Old-Fashioned Dances* will be useful in music, culture, sociology, and American history classes.

SIXTY FILMS IN COLOR

Recent additions to the Bell & Howell Company's catalogs of films brings the series "Our Colorful World" to 37 reels and the total number of colored films to more than 60. Another feature added recently is "Democracy at the Crossroads." This series includes films on defense, the constitution and early history, contributions of scientists and statesmen, natural resources, films from Britain, etc. For a copy write to Bell & Howell Company, 1801-15 Larchmont Ave., Chicago, Ill.

CORRELATING GEOGRAPHY AND RELIGION

Teachers can obtain for a nominal fee a great deal of teaching literature useful for classes in geography and dramatics as well as religion from Father Considine, Mission-Time, Maryknoll, N. Y.

CONSTITUTION ON THE RADIO

A new series of 26 recorded programs, each of 15 minutes duration, on the Constitution of the United States will be available, September 1, for all radio stations. These programs are furnished to stations and schools without charge by the Institute of Aural and Visual Education, Radio Division, 101 Park Avenue, New York City.